

# Regional Training

## March 2006

# Assessment Directors Meetings

- March 23
  - Assessment & ALS Directors
  - Nebo Learning Center
- April 13
  - Workforce Services 720 S. 200 E.?
- May 9
  - Working on Location

# Assessment Directors Meetings

- August 10?
- September 14
  - Curriculum September 13
- October 12?
- November 9
  - Curriculum November 8

# U-PASS Update

- District Release - March 2<sup>nd</sup>
- Appeal Deadline - March 30<sup>th</sup>
- Public Release - April 2<sup>nd</sup>
- Full Disaggregated Drill Down Report Release - May 2<sup>nd</sup>

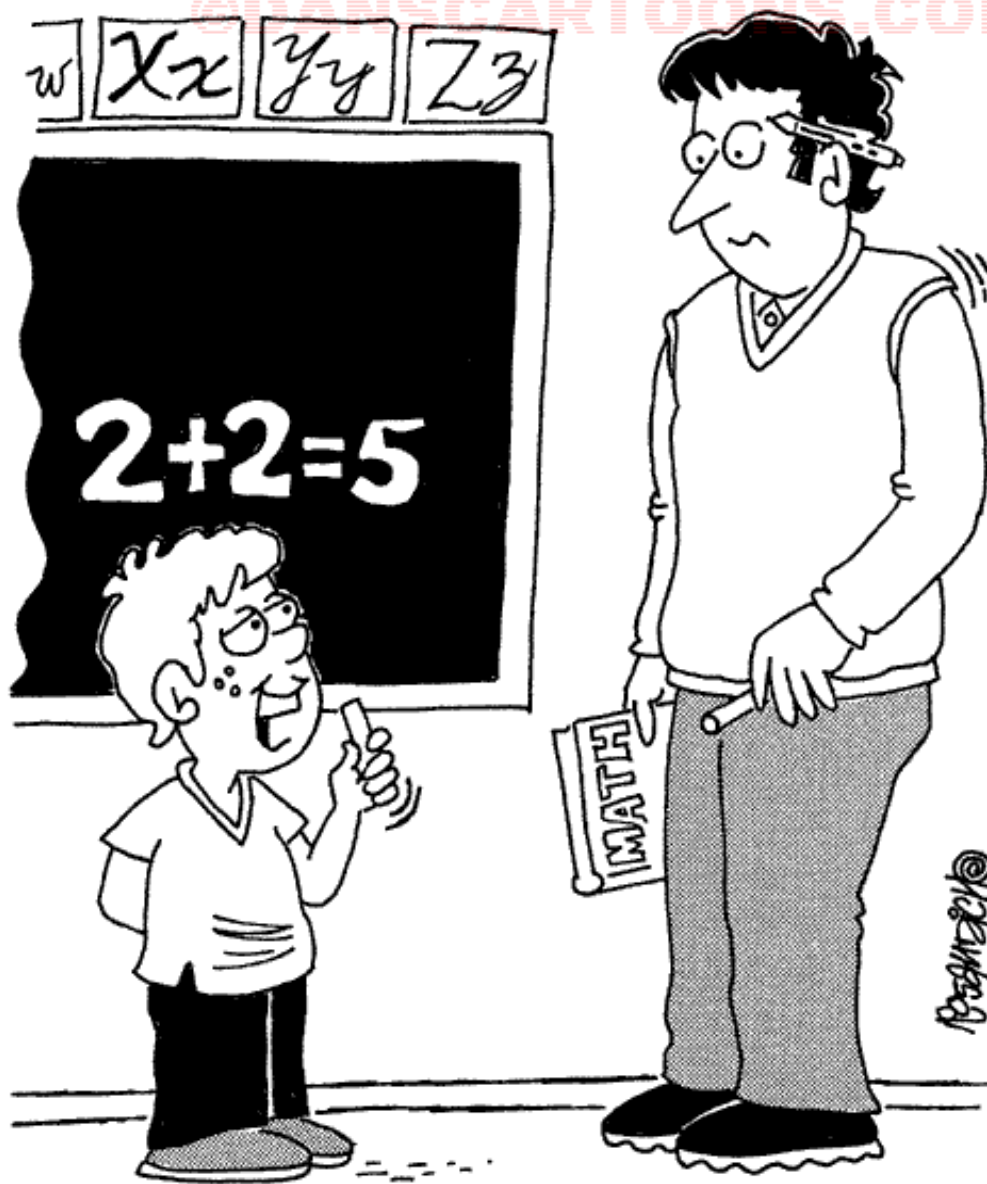


# UBSCT Results

- Prior to March 24<sup>th</sup> – Data Clean-up
- March 24<sup>th</sup> (Friday) - File Arrives at USOE
- March 27<sup>th</sup> (Monday) - Cleaned Electronic File to Districts
- March 28<sup>th</sup> – State Disaggregated Report on Website
- April 5<sup>th</sup> – Paper Reports Shipped by MP
- April 11<sup>th</sup> – Paper Reports Arrive at Districts

# Legislative Update

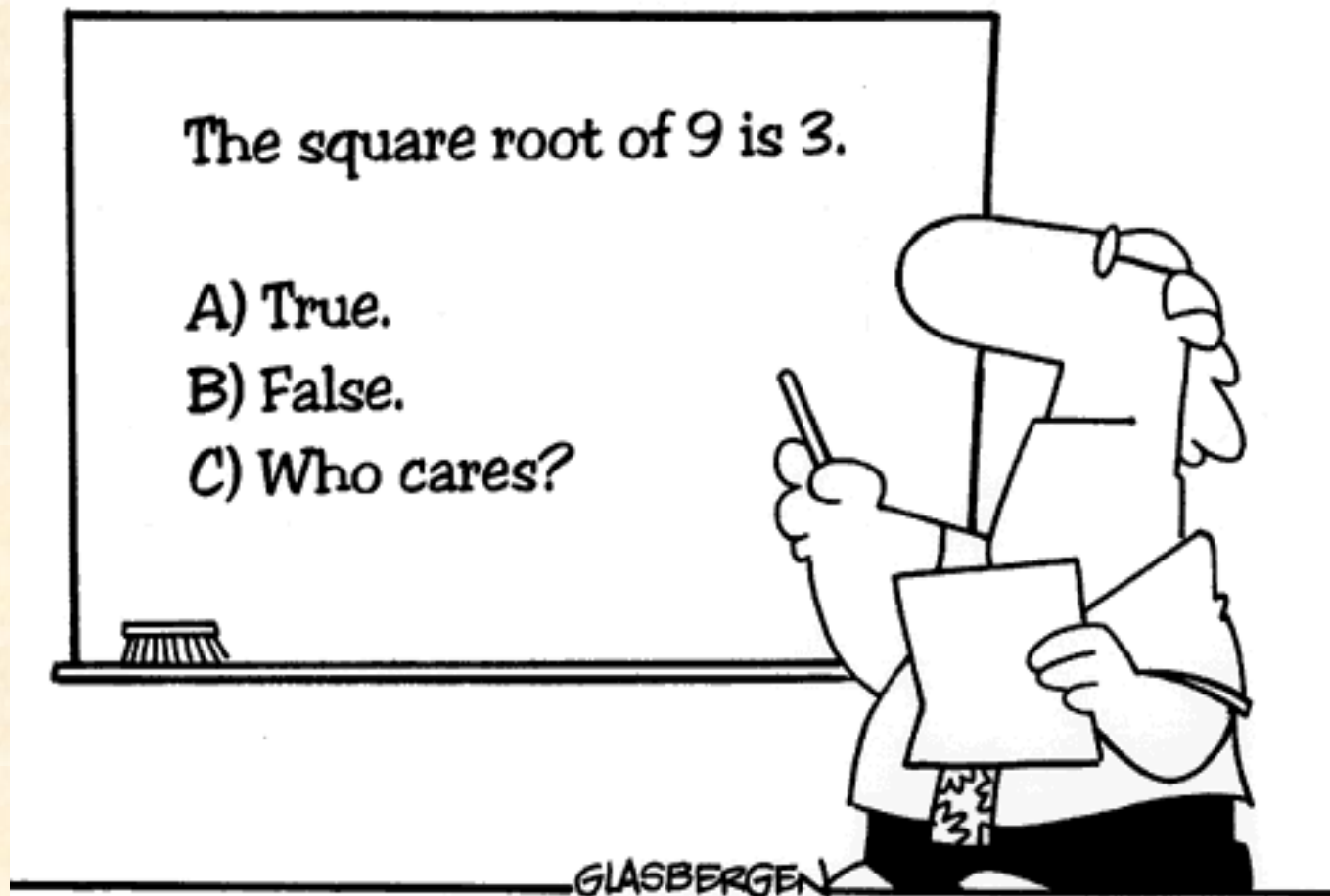
- H.B. 155
- Graduation Requirements
  - State School Board Meeting
  - March 3



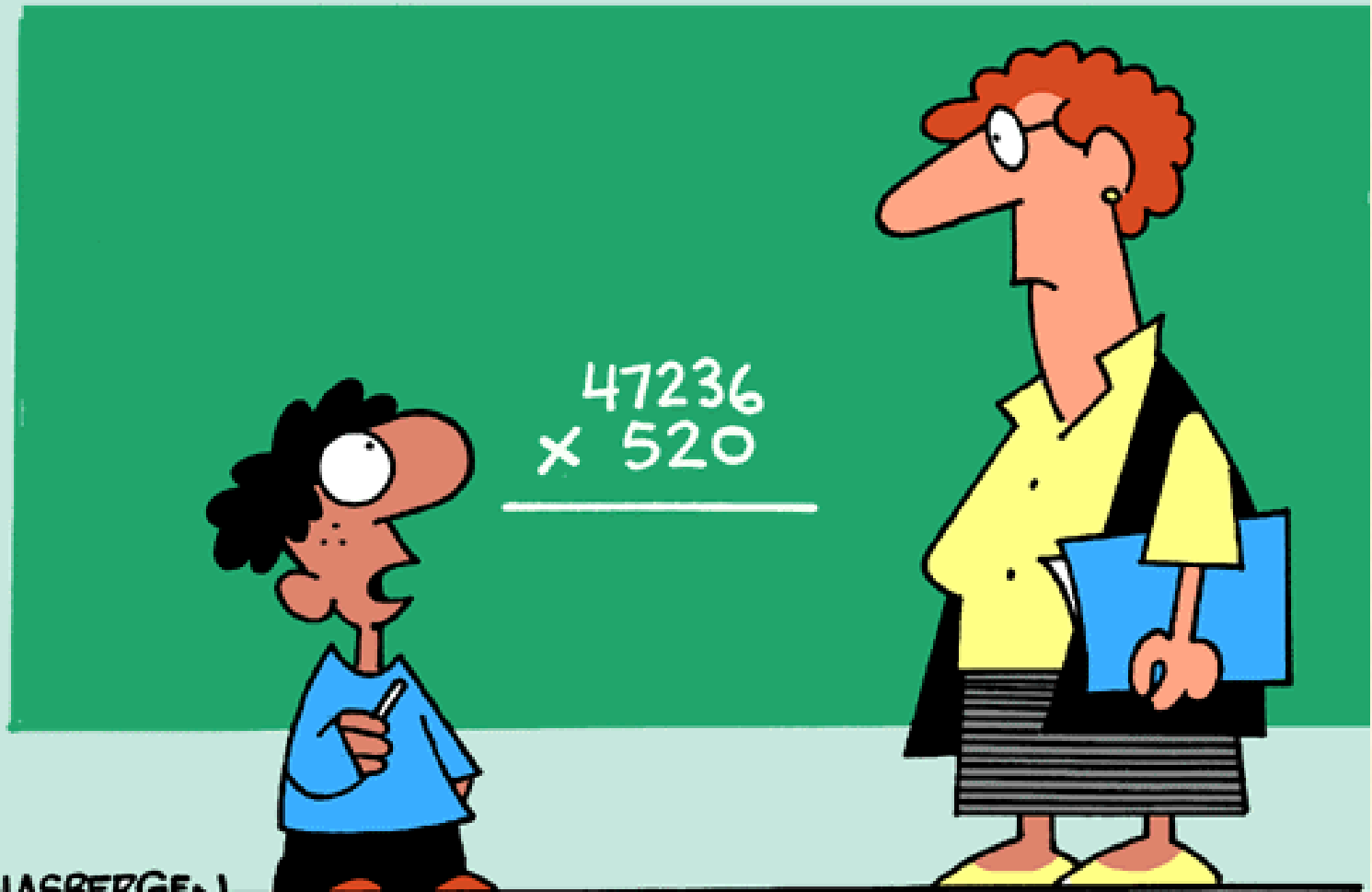
**"You never asked if that's my final answer!"**



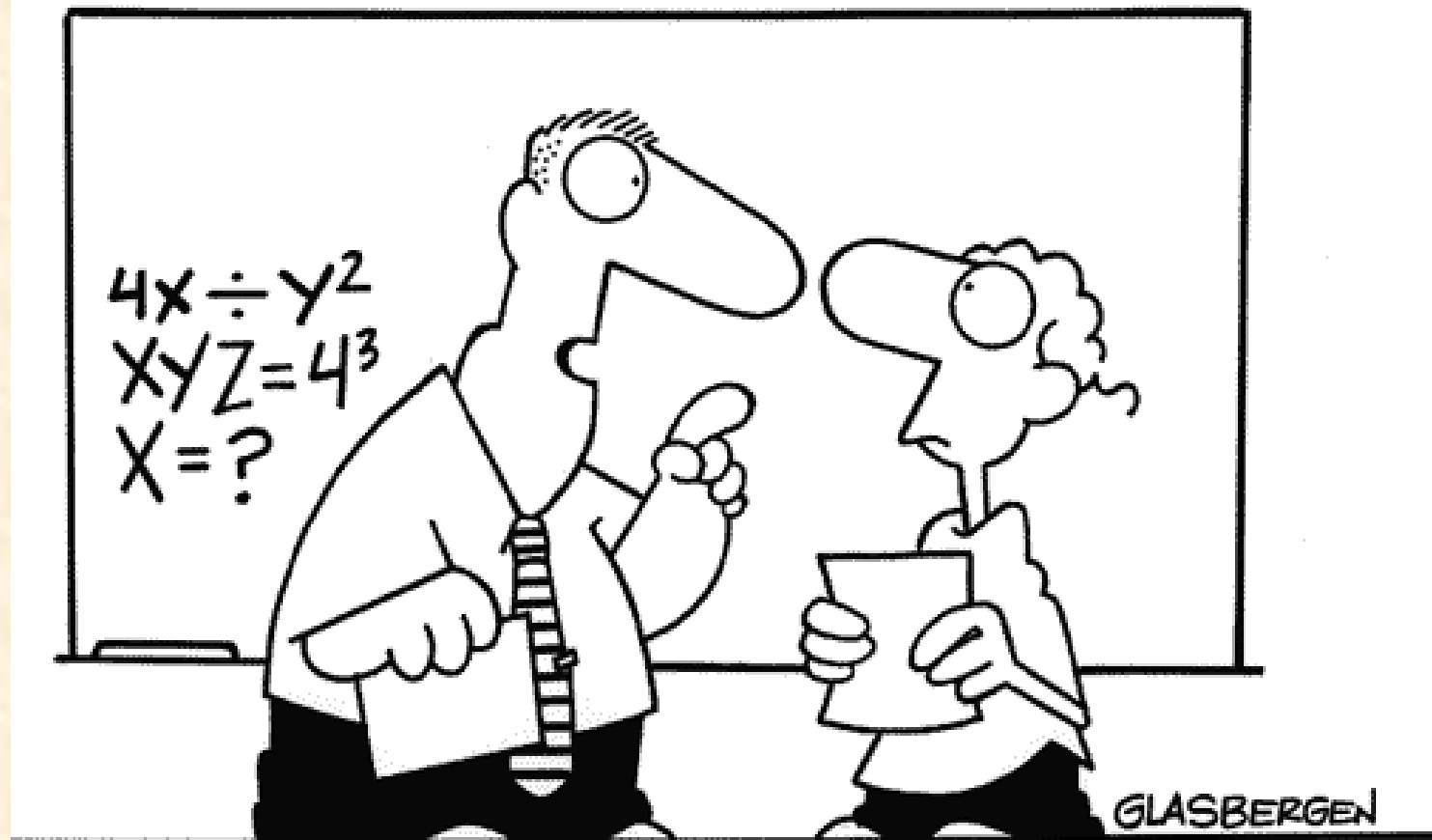
**"I keep having this recurring nightmare that I'm taking the SAT test and my pencil has a #1 lead with NO ERASER!"**



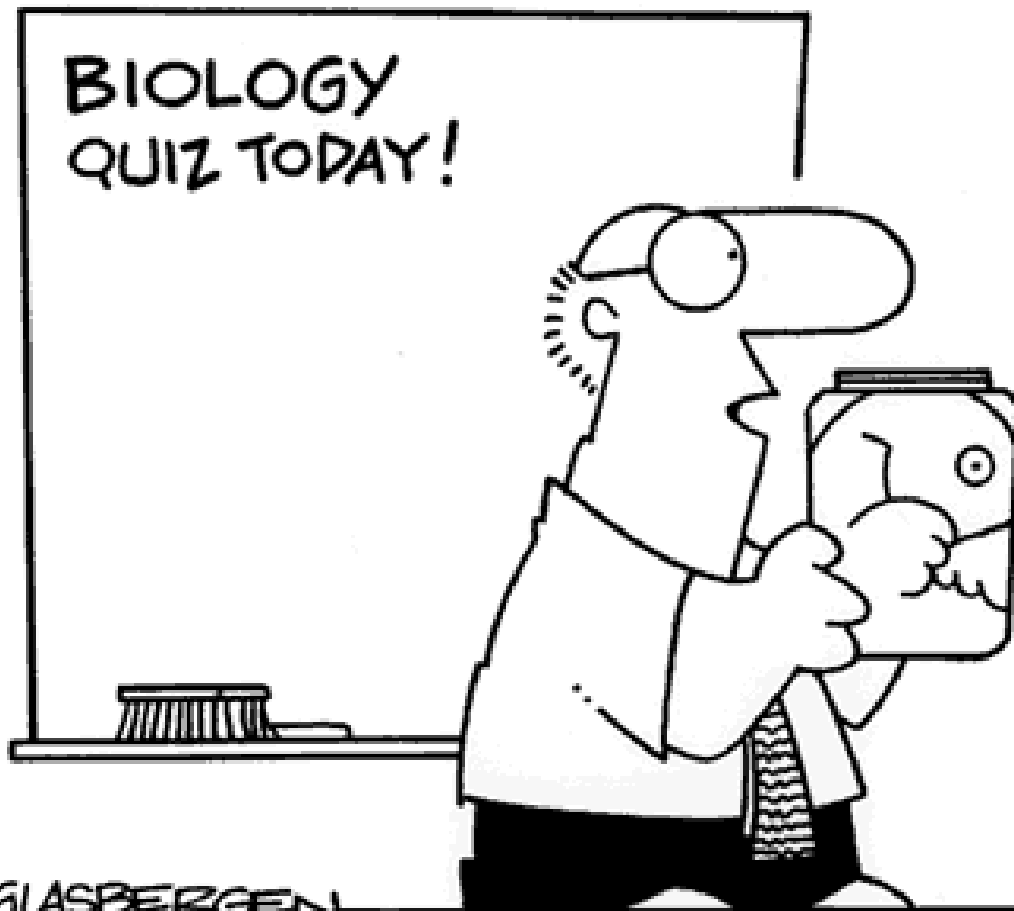
**Many students actually look forward  
to Mr. Atwadder's math tests.**



"AREN'T THERE ENOUGH PROBLEMS IN THE WORLD ALREADY?"



**“Algebra class will be important to you later in life because there’s going to be a test six weeks from now.”**



**"Class, who can tell me what I have preserved in this jar?  
No, it's not a pig or a baby cow...it's the last student  
who got caught cheating on one of my tests!"**











Chipmunk.

*"Your head weighs 56 pounds — same as your feet."*

# CRT Timelines

- April 1
  - All Test Materials arrive at District Office
- 2 Weeks Before Testing Window
  - District Preprint File to USOE
- 1 Week Before Testing Window
  - Answer Documents arrive at District
- Testing Window

# CRT Timelines

- 5 Days after Testing Window
  - Answer Documents to USOE
  - All student file to USOE
- 4 Days after all Answer Documents arrive at USOE (Traditional and year round may be sent separately)
  - CRT Raw Score Roster Report
    - Paper (Electronic on request)
      - Individual student by class
      - District, school, class summary
  - Teacher/Subject summary report – Paper
  - Error List – Paper
  - Excel error list – on request



# CRT Timelines

## Due Dates for Error Reports

- Submit as Early as Possible
- No Later than
  - June 30<sup>th</sup>  
Error Report Due for Traditional Schools
  - July 15<sup>th</sup>  
Error Report Due for Year Round Schools

# CRT Timelines

- July
  - Scaled Score Table Released to Districts
- August 15<sup>th</sup> ?
  - U-PASS & AYP Reports to Districts
  - Research Disk to Districts
- September 1
  - Hard copy CRT Reports to Districts



# Criterion-Referenced Tests (The CRT's)

# Test Development Process

1. Core curriculum development
2. Blueprint development
3. Item development w/ UT teachers
4. Reviewed by content experts
5. Item review committee
6. Bias/Sensitivity review
7. Pilot testing of items
8. Advisory committee review of items
  - Content alignment
  - Pilot statistics
  - Appropriateness of item
  - Content accuracy within items
9. Form Construction
10. Advisory committee review of form
11. Finalization of Print-Ready test form
12. Printing and Distribution
13. Analysis of test data

## 2006 UTAH CRT INFORMATION

Subjects	Grades	<u>Total Number of Test Questions</u>		Testing Sessions** (Including the Pilot)	Reference Sheets
		For Operational	For Pilot		
Language Arts	1-2	60-63	N/A	3	N/A
	3-6	66-79	21-29	4	N/A
	7-11	64-70	20-24*	3/4*	N/A
Math	1-2	55-60	N/A	2	No
	3-6	60-65	N/A	2	3-4 No; 5-6 Yes
	Math 7, Pre-Alg., El. Alg., Geo., AMI, AMII	70	25-35	3	Yes
Science	4-6	70-75	N/A	2	No
	7 <sup>th</sup> Integ. Sci., 8 <sup>th</sup> Integ. Sci., ESS, Bio., Chem, Phys.	60-75	N/A	2	Chemistry and Physics Only

\*Only in districts piloting the new Secondary Language Arts Core: Carbon, Davis, Jordan, Murray, Ogden, San Juan, and Tooele.

\*\*While CRT's are not timed, a testing session is approximately 45-50 minutes.

# 2006 Utah CRT Pilot Format

- Science
  - No pilots



# 2006 Utah CRT Pilot Format



- **Language Arts:**

- **Elementary:**

- Grades 3-6, Pilot is appended, spiraled at the school level.
      - \* Appended: pilot section immediately follows the operational test
    - *Spiraled booklets are pre-packaged in packages of 10.*
    - *Each school receives the same form.*

- **Secondary:**

- Grades 7-11, **pilot is appended, spiraled at the student level.\*\***
      - \*\*Only** in districts piloting the new  
Secondary Language Arts Core: Carbon, Davis,  
Jordan, Murray, Ogden, San Juan, and Tooele
    - *Spiraled booklets are pre-packaged in packages of 10.*
    - *Each student receives a different form.*

- ***A Form Number must be bubbled in on all answer documents!***

# 2006 Utah CRT Pilot Format

- **Math:**

- **Elementary**

- No pilot

- **Secondary**

- Pilot is appended\*, spiraled at the student level

*\* Appended: pilot section immediately follows the operational test*

- *Spiraled booklets are pre-packaged in packages of 10.*
    - *Each student receives a different form.*
    - ***A Form Number must be bubbled in on all answer documents***





# Spiraling of Secondary Math Pilots

- **Purpose:** Administer pilot forms to a population of students representative of Utah's demographic distribution
- **Method:** Different forms of the same CRT will be administered within each classroom.
  - The forms vary in appended items **ONLY**.
- Make sure there is one booklet for each student.  
There is no need to check the balance of forms or how many of each form are administered to an individual class.

# Teachers & Spiraling of Secondary Math Pilots

- Teachers should not be concerned with which form is administered to which student.
- Teachers do need to carefully monitor the accurate marking of the form number on the answer documents by the students.
- Instructions are clearly outlined in the Test Administration Manual.



# Creating Teacher Answer Keys with Multiple Test Forms

- If teachers make a key for self-scoring, they should do so based on the common items.
- Do not use the appended pilot items.
- **The need to do this is greatly decreased due to the quick turn around of raw scores (4 days).**

# Policy on Criterion-Referenced Tests (CRT)

(Which students need to take which tests?)

# Criterion-Referenced Tests (CRT) Policy

- **English Language Arts CRT**

This CRT is a grade specific test. Students should take the test that corresponds to the grade in which they are enrolled.

Example:

A ninth grade student takes the ninth grade CRT.

A junior enrolled in AP English takes the eleventh grade CRT.

# Criterion – Referenced Test (CRT) Policy

- **Math CRT**

- For elementary students, this CRT is grade specific.  
Students should take the test that corresponds to the grade in which they are enrolled.

Example: A third grade student takes the third grade math CRT.

- For secondary students, this CRT is course specific.  
Students should take the CRT at the completion of the course.

Example: Students enrolled in pre-algebra should take the pre-algebra CRT.

# Criterion – Referenced Test (CRT) Policy

- **Science CRT**

- **For fourth through sixth grade students**, this CRT is grade specific. Students should take the test that corresponds to the grade in which they are enrolled.

Example: A fifth grade student takes the fifth grade science CRT.

- **For secondary students**, this CRT is course specific. Students should take the CRT at the completion of the course.

Example: Students enrolled in biology should take the biology CRT.

- There are a **variety of science courses** that are based on the **same core curriculum**.

Example: biology, human biology, AP biology and agricultural biology are all responsible to the same core curriculum. Therefore all students enrolled in these courses should take the biology CRT.

# Criterion- Referenced Test (CRT) Policy

- Students are not required to take the same CRT more than once.
  - If a student takes two courses, two separate years (Chemistry, AP Chemistry) it is a local decision if the student is to retake the chemistry CRT.
- For the purposes of U-PASS and NCLB, the first time a student takes a course for which there is an associated CRT, the student is required to take that associated CRT.
  - The score/proficiency determination from CRTs will only be used from the first time the CRT was administered for a given course/grade.
  - Students may take the same CRT (course/grade) again and that test would be scored by USOE, however, this score would be excluded from all U-PASS and NCLB calculations.

# Special Circumstances

- Courses With Rotating Curriculum

Example:

A fourth and fifth grade science class teaches the fourth grade Science Curriculum in 2004 and teaches the fifth grade Science Curriculum in 2005.

- CRT Administration

2004: Give the Fourth Grade Science CRT

2005: Give the Fifth Grade Science CRT

- Contact Sharon Marsh (801.538.7915) for unique course information prior to submitting Pre-Print File



# Ordering and Receiving Test Materials



# Login to Ordering Test Materials

<http://www.schools.utah.gov/EVAL/Orders/Login.asp>

Utah State Office of Education: Assessment & Accountability

Assessments

U-PASS

No Child Left Behind

Testing Materials


Special Needs

District Admins

Employees

Teachers

FAQ



USOE Home >> EVAL >> Orders >> Login.asp

February 23, 2006

Ordering Home Math CRTs ELA CRTs Science CRTs DWA IOVA UBSCT Check Out

LOG IN

21 Active | 2649 HITS Since: 2/22/2006

USOE TEST ORDER SYSTEM

UTOS

Please enter your User ID and password

Login ID :

Password :

LOGIN

HELP

Important Notice

- This System is for Certain Utah Educational System Employees ONLY
- Site contents are public information. No personal gain is possible from breach
- Every login attempt is logged and reviewed and taken action for when suspicious
- Do not attempt to login unless you have been provided credentials by the administrator

THANK YOU

Home Utah.gov USOE Contact us

# Ordering Test Materials Help

<http://www.schools.utah.gov/EVAL/Orders/help.asp>

Utah State Office of Education: Assessment & Accountability

USOE Home >> EVAL >> Orders >> help.asp February 23, 2006

Ordering Home Math CRTs ELA CRTs Science CRTs DWA IOWA UBSCT Check Out LOG IN

Assessments

U-PASS

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FAQ



CONTACTS

To ensure resolution, enter accurate contact information

HELP SYSTEM

Your Issue:

Your E-Mail:

Name:

Title:

Phone:

ISSUE:

Details:

Utah State Office of Education  
250 East 500 South  
P O Box 144200  
Salt Lake City, Utah  
84114-4200

Important Disclaimer Please Read

Please **do not** use this contact forum for [ordering tests](#).

If there are broken links on other websites pointing to this site,  
please contact the responsible webmaster on the originating  
site that provided the broken link.

Please note that your information is safe and is only viewed by  
the Webmaster of this Website. If necessary the information  
may be shared with other responsible employees within the Utah

# Ordering Test Materials

<http://www.schools.utah.gov/EVAL/Orders/Login.asp>

Utah State Office of Education: Assessment & Accountability

Assessments

U-PASS

No Child Left Behind

Testing Materials


Special Needs

District Admins

Employees

Teachers

FAQ



USOE Home >> EVAL >> Orders >> ScienceCrt.asp

February 23, 2006

[Ordering Home](#)
[Math CRTs](#)
[ELA CRTs](#)
[Science CRTs](#)
[DWA](#)
[IOWA](#)
[UBSCT](#)
[Check Out](#)

LOG OUT

Spring CRT Ordering ONLY

Standard and Special Order Materials For The Science CRT

Test	Admin	Braille	Large Print	Standard
Biology	<input type="text" value="21"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1523"/>
Chemistry	<input type="text" value="24"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2346"/>
Earth	<input type="text" value="15"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="1025"/>
Physics	<input type="text" value="12"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1357"/>
Science4	<input type="text" value="523"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3267"/>
Science5	<input type="text" value="641"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="2896"/>
Science6	<input type="text" value="349"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="3602"/>
Science7	<input type="text" value="518"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text" value="4101"/>
Science8	<input type="text" value="495"/>	<input type="text"/>	<input type="text" value="8"/>	<input type="text" value="3258"/>

Add to Cart

Reset Form Data

Allow Partial Shipment ☒

NOTES:

- Entering 'padded' numbers might result in an obscene amount of ov
  - U-PASS Pearson e-Measurement Site
- For Answer Sheets, Please contact Sharon Marsh at 801-538-7915

[Home](#)
[Utah.gov](#)
[USOE](#)
[Contact us](#)

# Receiving CRT Test Materials

**Where will your materials come from?**

**Measured Progress: Dover, New Hampshire**

- Science

**Pearson Educational Measurement: Iowa City, Iowa**

- English Language Arts
- Math

**USOE: Salt Lake City, Utah**

- All Subjects for Large Print and Braille
- Answer Documents

# Measured Progress Science

1. Each district will receive a batch of boxes, each labeled Carton \_\_\_\_ of \_\_\_\_.
2. Box number 1, which will contain the packing slip, will be a white box (so to differentiate it from the rest) and will be clearly labeled Carton 1
3. The packing list will include the name of the product (grade and test booklet or TAM) by class pack size (each class pack size is considered a separate product), a quantity count, and the carton number the materials are located in
4. All labels and packing lists should have a U-PASS logo, the packing list will have Sarah West's contact information
5. Test Booklets will be class packed in 20's and 5's. The reference sheets for Chemistry and Physics will be included in the class packs, not separately
6. TAMs will be class packed in 10's and 5's

**If you have concerns or problems, call Sarah West 801.538.7862**

# Measured Progress Packing List



**Washoe County School District 16**  
**NEVADA PROFICIENCY EXAMINATION PROGRAM (NRT)**  
**FALL 2002**

**Ship to:**  
 Allen Elementary  
 C/O Washoe County School District 16, 16  
 425 E Ninth St  
 Reno, NV 89520  
 ATTN: Dr. Dotty Merrill

(PLEASE KEEP A COPY OF THIS PACKING LIST FOR YOUR RECORDS)  
 Unknown Site Packing List

Packing List #: 00002

Part #	Description of Materials	Type	Qty	Qty/ Pkg	Qty/ BkOrd	Total	Beginning Serial Range	Ending Serial Range	Ctn#	Customer Sign Off
9-50373	NV NRT 2002 Test Coordinator's Manual	SNG	1	1	0	1			1-1	
9-50367	NV NRT ITBS A Gr 4 Practice Tests D/A	SNG	5	1	0	5			1-1	
9-50368	NV NRT ITBS A Gr 4/7 D/A	SNG	5	1	0	5			1-1	
9-50363	NV NRT ITBS A Gr 4 Practice Tests	PKG	10	10	0	100			1-1	
9-50364	NV NRT ITBS A Gr 4 Test Bklt	PKG	10	10	0	100	0400005981	0400006080	1-2	

Contact Erika Watson at 800-767-8420, ext. 6106 with questions.

CARTONS: 2  
 SHIP VIA  
 DATE PACKED: 8/15/2002 5:02:00 P

7/7/2003 2:40:33 PM  
 Page 1 of 7

# Measured Progress Packing

## Address Label

### Measured Progress

**C/O VonHoffmann Graphics, Inc.  
400 South 14th Avenue  
Eldridge, IA 52748**

**Ship To: Allen Elementary  
Washoe County School District 16, 16  
425 E Ninth St  
Reno, NV 89520  
USA  
Attention: Dr. Dotty Merrill**

**Carton#: C267522**

**Carton 1 of 2**

**PACKING LIST ENCLOSED**

**SHIP VIA:**



# Measured Progress Packing Pallet Map

## DISTRICT COORDINATOR'S PALLET MAP

001 - 1

DISTRICT NAME: Washoe County School District 16  
DISTRICT NUMBER: 16

PL#	SCHOOL#	NAME	CARTONS	ON PALLET(S)	ROUTE
00001		Washoe County School District 16	66	1 2	
00002		Allen Elementary	2	2	
00003		Anderson Elementary	2	2	
00005		Beasley Elementary	3	2	
00006		Beck Elementary	2	2	
00007		Benson Elementary	2	2	
00008		Billinghurst Middle	8	2 3	
00009		Booth Elementary	2	3	
00010		Brown Elementary	2	3	
00011		Carson Elementary	2	3	
00012		Caughrin Ranch Elementary	1	3	
00013		Clayton Middle	5	3	
00014		Coral Academy Charter School	2	3	
00015		Corbett Elementary	2	3	
00018		Desert Heights Elementary	2	3	
00017		Diadichsan Elementary	2	3	
00018		Dixworth Middle	5	3	
00019		Dodson Elementary	2	3	
00020		Donner Springs Elementary	3	3	
00021		Double Diamond Elementary	2	3	
00022		Drake Elementary	2	3	
00023		Duncan Elementary	2	3	
00024		Dunn Elementary	2	3	
00025		Elmore Elementary	2	4	
00026		Galena High	8	4	
00027		Gerlach High	1	4	
00028		Gerlach Middle	1	4	
00029		Gomes Elementary	2	4	
00030		Gomm Elementary	2	4	
00031		Greenbrae Elementary	2	4	
00032		Hidden Valley Elementary	2	4	
00033		High Desert Montessori Charter	1	4	
00034		Huffaker Elementary	2	4	
00035		Hug High	7	4	
00036		Hunsberger Elementary	2	4	
00037		Hunter Lake Elementary	2	4	
00038		I Can Do Anything Charter	1	4	
00039		Incline Elementary	2	4	
00040		Incline High	2	4	
00041		Incline Middle	2	4	
00042		Johnson Elementary	1	4	
00043		Juniper Elementary	2	4	
00044		Lemmon Valley Elementary	2	4	
00045		Lanz Elementary	2	5	
00046		Lincoln Park Elementary	2	5	
00047		Loder Elementary	2	5	
00048		Mathews Elementary	3	5	
00049		Maxwell Elementary	2	5	
00050		McQueen High	6	5	
00051		Melton Elementary	2	5	
00052		Mendive Middle	8	5	
00053		Michell Elementary	1	5	
00054		Moss Elementary	2	5	
00055		Mount Rose Elementary	2	5	
00056		Natchez Elementary	1	5	

7/7/2003

Page 1 of 2

## DISTRICT COORDINATOR'S PALLET MAP

001 - 1

DISTRICT NAME: Washoe County School District 16  
DISTRICT NUMBER: 16

PL#	SCHOOL#	NAME	CARTONS	ON PALLET(S)	ROUTE
00057		New Leadership Academy Charter	1	5	
00058		North Valleys High	10	5 6	
00059		O'Brien Middle	8	6	
00060		Palmer Elementary	2	6	
00061		Pavane Elementary	2	6	
00062		Pine Middle	9	6	
00063		Pleasant Valley Elementary	2	6	
00064		Reed High	10	6	
00065		Reno High	8	6	
00066		Riley Elementary	2	6 7	
00067		Sierra Nevada Academy Charter	1	7	
00068		Sierra Vista Elementary	2	7	
00069		Silver Lake Elementary	2	7	
00070		Smith, Alice Elementary	3	7	
00071		Smith, Kate Elementary	2	7	
00072		Smithridge Elementary	3	7	
00073		Spanish Springs Elementary	3	7	
00074		Spanish Springs High	7	7	
00075		Sparks High	7	7	
00076		Sparks Middle	7	7	
00077		Stead Elementary	2	7	
00078		Sun Valley Elementary	2	7	
00079		Swape Middle	7	7 8	
00080		Taylor Elementary	3	8	
00081		Towles Elementary	2	8	
00082		Traver Middle	4	8	
00083		Van Gender Elementary	3	8	
00084		Vaughn Middle	6	8	
00085		Vendi Elementary	1	8	
00086		Veterans Memorial Elementary	2	8	
00087		Warner Elementary	2	8	
00088		Westgard Elementary	2	8	
00089		Whitehead Elementary	2	8	
00090		Winnemucca, Sarah Elementary	3	8	
00091		Wooster High	8	8	
00092		Academy for Career Education	1	8	

TOTAL CARTONS: 351

7/7/2003

Page 2 of 2

# Pearson Educational Measurement

## Language Arts, Math

1. Each district will receive a batch of boxes, each labeled \_\_\_\_ of \_\_\_\_ (e.g., 1 of 5).
2. Box number 1 will contain the packing list. Box 1 will be a white box to differentiate it from the rest and it will be clearly labeled 1 of X.
3. The packing list will include the name of the product, the quantity, and the box number(s) that the product is packed in.
4. All packing lists will have the Utah State Office of Education logo and the PEM (Pearson) logo. The packing list will have Sarah West's contact information.
5. Test Booklets will be packed in 10's. The reference sheets for Math will be tear-out sheets in the test books and will also be available on USOE's Web site.
6. TAMs will be packed in 5's.

**If you have concerns or problems, call Sarah West 801.538.7862**

# Pearson Educational Measurement

## Packing List Sample



UTAH  
CORE CRITERION-REFERENCED  
TEST

SECONDARY LANGUAGE ARTS

SPRING 2005 - TRIMESTER ADMIN

Packing List

Deliver To: 87700  
CENTER CITY  
55 N REDWOOD RD  
SALT LAKE CITY, UT 84116  
SONIA WOODBURY  
Phone: (801) 5968489

Ship To: 87700  
CENTER CITY  
55 N REDWOOD RD  
SALT LAKE CITY, UT 84116  
SONIA WOODBURY  
Phone: (801) 5968489

DIRECTIONS: Use the enclosed "District Security Checklist" to verify and confirm that each secure test item on this "Packing List" is accounted for.

Item	Item Description	Package Details	Total Qty Packed	Qty Back Ordered	Packed in Box Number
MC00000005	DISTRICT SECURITY CHECKLIST	Single	1	0	1
UT00000016	TRIMESTER ELA RETURN KIT	1 pack of 1	1	0	1
UT00000017	ADMIN MANUAL, SECONDARY LA, 2005, PK10	1 pack of 10	10	0	1
UT00000020	TEST BOOK, GR 7, LANG ARTS, 2005, PK10 009560001 - 009560040	4 packs of 10	40	0	2
UT00000021	TEST BOOK, GR 8, LANG ARTS, 2005, PK10 009560151 - 009560200	5 packs of 10	50	0	2
UT00000022	TEST BOOK, GR 9, LANG ARTS, 2005, PK10 009560811 - 009560860	5 packs of 10	50	0	2 to 3
UT00000018	TEST BOOK, GR 10, LANG ARTS, 2005, PK10 009562041 - 009562070	3 packs of 10	30	10	3
UT00000019	TEST BOOK, GR 11, LANG ARTS, 2005, PK10 009563341 - 009563380	4 packs of 10	40	0	3

For Internal Use Only:

13-JAN-05 14:32

Pick Batch: 338061

Delivery: 3197011

Order/Line: 983659/1

Sequence: 00010

Page 1 of 1

UTAH  
CORE CRITERION-REFERENCED  
TEST

SECONDARY LANGUAGE ARTS

SPRING 2005 - TRIMESTER ADMIN

Pallet Detail

Deliver To: 87700  
CENTER CITY  
55 N REDWOOD RD  
SALT LAKE CITY, UT 84116  
SONIA WOODBURY  
Phone: (801) 5968489

Ship To: 87700  
CENTER CITY  
55 N REDWOOD RD  
SALT LAKE CITY, UT 84116  
SONIA WOODBURY  
Phone: (801) 5968489

<u>Pallet Number</u>	<u>School Number</u>	<u>Deliver To</u>	<u>Order /Line /Seq Number</u>	<u>Box Range</u>	<u>Number Of Boxes</u>
	District	CENTER CITY	983659 001 00010	1-3	3
Total					3

For Internal Use Only:

Pick Batch: 338061

Delivery: 3197011

Order/Line: 983659/1

Sequence: 00010

Page 1 of 1

13-JAN-05 14:32

# **USOE**

## **Large Print, Braille Answer Documents**

1. Each district will receive a batch of boxes, each labeled \_\_\_\_ of \_\_\_\_.
2. Box number 1 will contain the packing slip, and will be clearly labeled 1 of \_\_\_\_.
3. The packing list will include – the name of the product (grade and test booklet or TAM) and quantity count.

**If you have concerns or problems, call Sarah West 801.538.7862**



# USOE Packing

## Packing List







# Verification of Receipt

- After receiving testing materials, verify receipt of all items by
  - Going to USOE website
    - Under the order review page for your District, check off each order that is received.

# Computer Based Testing

# Computer Based Testing

## Training:

Pearson Educational Measurement (PEM) offers an online registration system that lets you know immediately if the session you wish to attend has seating space available, or if you need to select another session. By using this system, you will quickly receive a registration confirmation that confirms your seat at the desired training session. This confirmation document should be printed and brought with you to the training session. Registering online is the only way to know immediately that your session registration is accepted; therefore you are encouraged to use this system in place of faxing the attachments.

Who Attends: School testing coordinators, school testing administrators, school technical personnel.

# Computer Based Testing

Training site available now

<http://pem.ncspearson.com/ut/upass>

Call Support Center Available: 888-597-1103

**Before the Testing window:**

Available Monday through Friday (5:00 a.m. - 6:30 p.m. MST)  
exclusive of holidays

**During the Testing window:**

Available Monday through Friday (5:00 a.m. - 9:00 p.m. MST)  
exclusive of holidays

Email Support

UPASSONLINE@pearson.com

# Sample Computer Based Testing ELA Item

**Test Taker - Sample Test**

**White Fang**  
by  
Jack London

Dark spruce forest frowned on either side of the frozen waterway. The trees had been stripped by a recent wind of their white covering of frost, and they seemed to lean toward each other, black and ominous, in the fading light. A vast silence reigned over the land. The land itself was a desolation, lifeless, without movement, so lone and cold that the spirit of it was not even that of sadness. There was hint in it of laughter, but of a laughter more terrible than any sadness—a laughter that was mirthless as the

What is the meaning of the word *prominent*?

☐ A most frightening

☐ B most noticeable

☐ C most incredible

☐ D most useful

Back Reset Go to... Item 1 of 10 Section 3 of 4 Review Next

Test Taker

# Sample Computer Based Testing Math Item

test taker – Sample test

Evaluate the expression:  $a + bc^2$  when  $a = 6$ ,  $b = 4$ , and  $c = 2$  } Question

☐ A 15

☐ B 22

☐ C 17

☐ D 26

} Choices

Back Reset Item 1 of 10 Section 4 of 4 Review Next

Go to... Test Taker

# 6 Digit Session Number for CBT

https://www8.etest.pearson.com - NCS Pearson - eMeasurement Services - Sessions - Create a New - Microso...

## Training Center

HOME STUDENTS SESSIONS DELIVERY REPORTING LOGOUT HELP

**Create a New Session**

To create a new session, complete the information below. When you are finished, click the Next button to continue.

**Test Administration:** Spring 2006

**School:** CENTURY SCH

**Subject:** Grade 4 Re

**Test to be Administered:** Demo

**Session Name:** 123456-MR BUTLER'S 3RD PERIOD READING TES  
Example: Smith 2nd Period 8th Grade Math Test

**Scheduled Start Date:** 04/17/2006

**Scheduled Start Time:** 08:00 AM

**Estimated Duration:** 90 minutes

**Location/Room (Optional):** 2ND FLOOR COMPUTER LAB

Back Next Reset

April 2006

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Click on a date to select it.

Internet

Students are associated with a Session. The first six positions of the Session Name should be the six-digit "course identifier" for reporting purposes.



# Computer Based Testing

## Practice Questions

- Each CRT will have 2 or 3 questions at the beginning of the CRT to allow students to practice using the tools and basic computer system.

# **District Training and Test Security Materials**

# Test Security Supplement

Assessment & Accountability  
Test Security Supplement

Spring 2006

Utah State Office of Education  
Assessment and Accountability Section

## Test Security Supplement

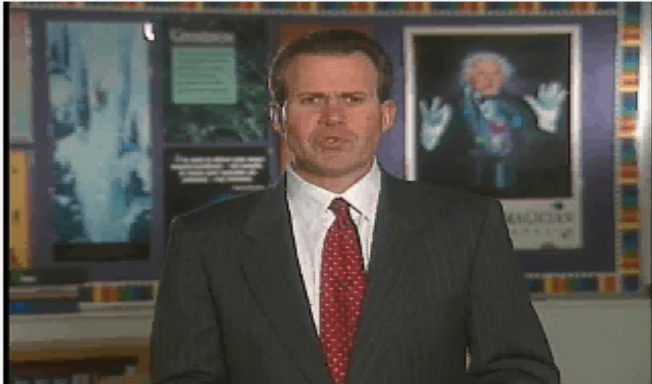
# Training & Test Security Video

can be found at:

<http://www.schools.utah.gov/eval/fest/FEST.asp>

Page 10

PREV



NEXT

TEST SECURITY

Fairness and equity in testing is the first requirement for having a sound and valid testing program

The next is test security

|<< << 7 8 9 [10] 11 12 13 >> >>|

USOE A & A CONTACT

# Future Plans for District Assessment Directors

## Test Administration Security and Training Materials

- More Training Video's
- More Supplements as need is discovered
- Web based Sign-Offs
- What do you need to facilitate your district training for administration and test security?



**2 PASS FOR U-PASS**

**2005-2006**

# What didn't work in 2004-2005

Why??????

**Why??????**

Why not?????

**Why not?????**



# New secure download site

- <https://secure.schools.utah.gov>
- First Name
- Last Name
- Generic Password
- Change to your own password
- Old data will be automatically deleted when new data is entered on the site.

## **WHAT DIDN'T WORK - AND WHY - IN 2004-2005**

- ◆ THE PRE-PRINT FILE, AND ALL- STUDENT FILE WERE DIFFERENT FROM THE FINAL STUDENT FILE SENT TO THE CLEARINGHOUSE
- ◆ CERTIFICATION OF COMPLIANCE WAS SIGNED BEFORE RAW DATA WAS RECEIVED OR LOOKED AT.
- ◆ RAW SCORE ERROR REPORTS WERE NOT CORRECTED FOLLOWING CORRECT PROTOCOL. MANY OF THE LIST WERE RETURNED WITH EITHER A CHECK MARK OR OK BY THE STUDENTS NAME, WHEN IN FACT THE ERROR HAD NOT BEEN RESOLVED. IF LEFT THAT WAY STUDENTS WOULD NOT GET PROFILES. SOME OF THE STUDENTS THAT WERE SHOWN AS WITHDRAW OR UN-KNOWN HAD ACTUALLY COMPLETED THE ENTIRE TEST.
- ◆ TEACHER BATCHING PROBLEMS, I.E.: A TEACHER THAT HAS BOTH PRE-ALG OR ELEM ALG STUDENTS AND SENDS THEM IN UNDER ONE HEADER SHEET OR ELEM TEACHER MIGHT SEND IN LANGUAGE, MATH & SCIENCE FOR HER ENTIRE CLASS UNDER ONE HEADER SHEET INSTEAD OF BEING BATCHED SEPARATELY.
- ◆ HEADER SHEETS NOT BUBBLED OR HAD INFORMATION MISSING THEY EITHER HAD MORE THAN ONE GRADE BUBBLED OR THE TEACHER NUMBER DID NOT HAVE THE FULL SIX NUMBERS
- ◆ STUDENTS THAT HAD USED NON PRINTED ANSWER SHEETS NOT BUBBLED IN OR HAD INCORRECT STUDENT NUMBERS.
- ◆ ON-LINE TESTS THAT WERE SCHEDULED FOR ON-LINE BUT STUDENTS ACTUALLY TOOK PAPER PENCIL. THE ON-LINE RAW SCORE REPORTS SHOWED ZEROS FOR THOSE STUDENTS AND SHOULD HAVE BEEN DELETED BEFORE STATE FILES WERE CREATED.

## COMMON TESTING QUESTIONS

### What is the pre-print file disaggregation code summary report?

This will show all of your schools information by school number according to the disaggregation information on each of your individual students.

If you have a school number followed by ?????????, there is a discrepancy with that school number and must be resolved before the final *all student file* is sent to us prior to scanning and scoring. The final disaggregation information will come from your clearinghouse up-load, but these reports should help you identify problems.

**Remember if all of your student information is the same for pre-print, all student, and clearinghouse, you will alleviate the problems that occurred last spring.**

### Why is it necessary to use a common naming convention for pre-print files?

Upon creation of the pre-print files, you are prompted to name the file. If you have simply named the file 'algebra', it would not be clear which algebra course you are referring to unless you had designated it as pre-algebra or elem algebra. Please refer to the *naming convention list* for conformity in naming your files. This will alleviate errors, especially at the time of scoring.

### What is the all student file used for?

The all student file will be used at the time of scoring. If you have students that have not been included in your file, but have will have a test form returned for them, those students will not be a match and will therefore appear on an error report. The *all student file* should include any new students that have moved into the district that was not included in your pre-print files.

A sign-off of this file will not be expected this year, but failure to send the file or information that isn't accurate will affect your final information. **If your all student file is not sent before the time of scanning, your answer documents will not be scanned**

## **How accurately does the bar code label need to be placed?**

The bar code label contains all the information necessary to identify the student taking the test. The bar code reader on the scanner can only read the label if it is properly placed within the designated bracket box. Therefore, it will not read if it is placed diagonally, upside down, etc.

## **Why shouldn't the bar code labels be put on the booklets before sending them out to the schools?**

If the labels had been printed and you were to affix the label on a booklet of a student that had moved before the test had been given, you will have wasted a booklet that could have been used for a new student.

Additionally, if a student has tampered or made marks within the label, it becomes necessary to go back to the original booklet to find the missing or incorrect information before the scoring process and producing of the raw score reports can be completed.

## **Why is quality screening of your various tests so important?**

Anytime a problem is detected, scanning is halted until the problem is resolved, which causes additional delay not only for your district but subsequent districts that are next in line for their documents to be scanned and processed. Cooperation on your part ensures that we can return results to you as quickly and accurately as possible. The following is a list of potential problems that should be adhered to:

- ◆ If blank documents are used, all of the information needs to be bubbled in. This is one of the main problems when editing your scanned files for scoring
- ◆ Ensure that #2 pencils have been used for marking answers
- ◆ No "white out" has been used
- ◆ Stray marks in timing track areas have been completely erased

facing the same direction for scanning continuity.

Use a *light* rubber band to separate individual teacher batches, with the header sheet on top, so they will stay in order when cutting the answer documents.

Please review the information for the header sheets, answer sheets and shipping instructions. These instructions are for your benefit, to assist us, so that we are able to return results to you as expediently as possible. If you have any additional questions, please call your data technician.



LOOKS LIKE WE'VE MADE A FEW  
CHANGES TO PROCEDURES

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**PRE-PRINT FILES WILL NOW  
UPLOAD USING THE NEW  
WEBSITE**





## ASSESSMENT System Usage Guidelines

Dear District or Charter School Administrator:

Thank you for your interest in the USOE ASSESSMENT website. Before requesting access to the site, please be aware, access is governed by the Federal Family Education Rights and Privacy Act.

Per FERPA, your access to student records maintained on this site is limited to “officials” within your district or charter school who have a “legitimate educational purpose.” This means

Volunteers may NOT have access to the ASSESSMENT website.

Access must be limited to those who need the information for legitimate educational purposes. Personal use of the information is prohibited.

Information that is downloaded, printed or saved must be destroyed when it is no longer needed.

Information about students in other districts or charter schools should not be downloaded, printed or saved for any reason.

Your password may not be shared with anyone else.

Violation of FERPA may result in the loss of federal funding. On the state level, violation will



## Assessment LEA User Agreement Instruction Sheet

### STEPS:

1. Print out appropriate Assessment User Agreement Form.
2. Read ASSESSMENT System Usage Guidelines by USOE Legal Department (next page)
3. Fill out the ASSESSMENT New User Request Form
4. Sign ASSESSMENT New User Request Form  
(If you are an ASSESSMENT LEA user, obtain the ASSESSMENT LEA Administrator signature as well.)
5. FAX form(s) to:  
Attention: Sharon Marsh  
FAX: (801) 538-7938  
Phone: (801) 538-7500
6. Send e-mail to Sharon Marsh ([sharon.marsh@schools.utah.gov](mailto:sharon.marsh@schools.utah.gov)) to make sure that the FAX was received at USOE.
7. Sharon will review the form(s) and contact the requestor by phone to give them their user ID and password.
8. The requestor should log into the ASSESSMENT system and change their password.  
(<https://Assessment.schools.utah.gov/ASSESSMENT> )
9. Problems should be directed to [Assessmenthelp@schools.utah.gov](mailto:Assessmenthelp@schools.utah.gov) or 801-538-7500.



## LEA User

### ASSESSMENT Website Access Request Form

Please provide the following information: (All applicable fields are required - please print clearly)

I, \_\_\_\_\_ request USOE ASSESSMENT website access  
while employed by the \_\_\_\_\_ Local Education Agency (LEA).  
(LEA name)

I understand and agree to the following:

- The password that I am issued will not be shared with anyone.
- I agree to use the ASSESSMENT data and ASSESSMENT website only for its intended purposes.
- I will, at all times, ensure the security of data found on the ASSESSMENT web site.

Signature \_\_\_\_\_ Date     /    /      
(MM/DD/YYYY)

LEA Admin name \_\_\_\_\_ (print clearly)

LEA Administrator \_\_\_\_\_ Date     /    /      
(signature) (MM/DD/YYYY)

LEA Admin Phone ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_ ext. \_\_\_\_\_

LEA Number \_\_\_\_\_ Local Education Agency Number (District#/Charter#)

LEA School Nbr \_\_\_\_\_ LEA School Name \_\_\_\_\_

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Title \_\_\_\_\_

Primary E-mail \_\_\_\_\_ @ \_\_\_\_\_

# Utah State Office of Education



## Assessment Website User Manual



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# 1 Assessment / Preprint System Overview

In an effort to automate and streamline the preprint process USOE has created a new website for uploading Preprint and All Student files and tracking preprint file status. Local Education Agencies (LEA) will be able to see how their preprints are being processed by tracking their file status on the website.

It is expected that Preprint and All Student files are uploaded during each testing session. The Preprint files will be uploaded to create preprinted answer documents and the All Student files will be uploaded after the tests have been administered by the LEA and the answer documents shipped to USOE. All Student files will be the source of demographic test data prior to Clearing house loads in July.

## 1.1 Terms Used

In order to clarify the terminology used in this manual, Table 1.1 contains the specific meaning for each term in the context of the Assessment or Preprint website.

Term	Acronym	Definition
All Student File		List of all students in LEA at time of testing window.
First name		Legal first name or as on birth certificate
Last name		Legal last name or as on birth certificate
LEA	LEA	Local Education Agency
LEA number		Local Education Agency number as assigned by USOE (District number)
LEA student number		Local Education Agency student number
Middle name		Legal middle name or as on birth certificate
Preprint File		A file which contains a list of students that the LEA would like USOE to create a Preprinted Answer document for.
Row		A Row refers to one line of complete information related to a request. Also referred to as Student Row.
SIS	SIS	Student Information System
State Student Identifier	SSID	Unique number assigned to each student attending Utah Public Schools.
USOE		Utah State Office of Education Agency

Table 1.1



### 1.3 Preprint File Validation Application

The Preprint File Validation Application is tool which will assist LEAs in validating and error checking their Preprint Files prior to uploading them to the website. The application may be downloaded from the Assessment website and should be installed on an LEA computer. The application should be used to ensure that the Preprint files pass defined standards **PRIOR** to uploading the file(s) to the Assessment system. After a Preprint File has passed the validation process, it may be uploaded to the Assessment website.

<b>NOTE:</b> The Preprint File Validation application and User Manual is available on the Assessment website <b>Support</b> page.
---

### 1.4 Preprint File Processing

LEA Preprint files which meet the USOE Preprint specification and have passed the Preprint File Validation program may be uploaded to the website. Errors that are displayed in the Preprint File Validation application must be fixed prior to uploading the file to the Assessment website. The same file validation is run by USOE on uploaded files before they are processed and loaded into the database.

The steps below outline how an LEA might interact with the Assessment/Preprint system.

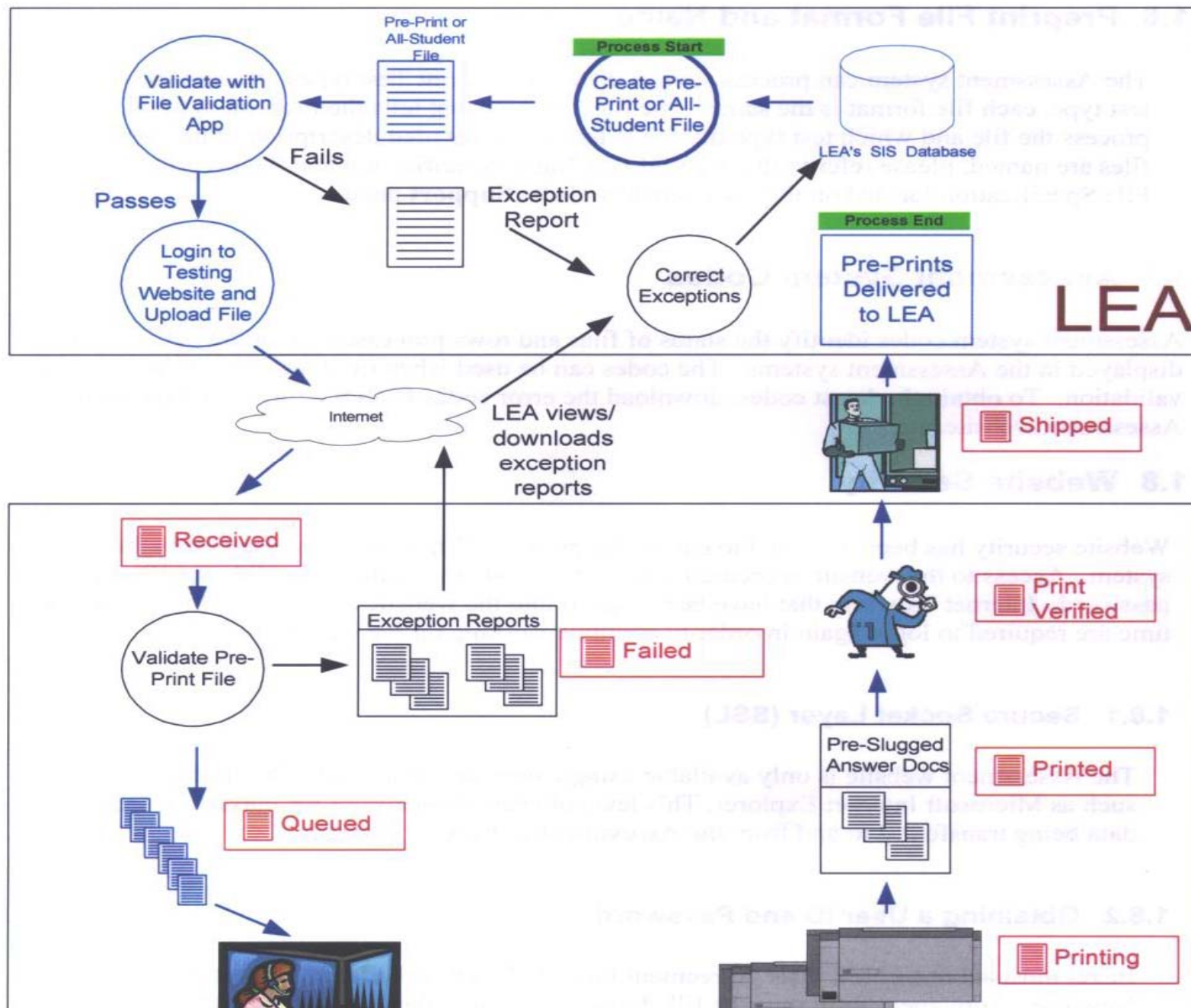
An LEA would:

1. **Create** a Preprint File from data in their SIS system
2. **Validate** the Preprint File on the LEA PC using the Preprint File Validation Application
3. **Upload** the validated Preprint File to the Assessment system using the Assessment website **File Upload** page.
4. **Monitor** the processing of the Preprint File on the Assessment website

For a detailed description of this process, please see the next section. For more detailed
--

# 1.5 Preprint File Processing Diagram

02/23/2006





## 1.6 Preprint File Format and Name

The Assessment system can process several different Preprint Test types. Regardless of the test type, each file format is the same. The file name is what tells the Preprint system how to process the file and which test type the file is for. For a detailed description of how Preprint files are named, please refer to the Preprint File Name Specification and the Preprint Upload File Specification located on the Assessment website **Support** page.

## 1.7 Assessment System Codes

Assessment system codes identify the status of files and rows processed including the error codes displayed in the Assessment systems. The codes can be used when troubleshooting files that fail validation. To obtain the latest codes, download the error codes from the **Support** page on the Assessment website.

## 1.8 Website Security

Website security has been designed to ensure the privacy of the data being used throughout the system. Access to the website is secured with 128 bit SSL and requires a valid user ID and password. Internet browsers that have been logged into the website and left idle for a period of time are required to login again in order to continue working on the website.

### 1.8.1 Secure Socket Layer (SSL)

The Assessment website is only available using a browser capable of 128 bit SSL encryption such as Microsoft Internet Explorer. This level of encryption allows for maximum security of data being transferred to and from the Assessment website.

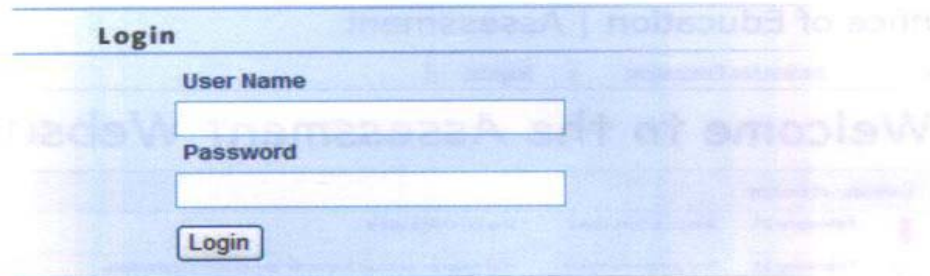
### 1.8.2 Obtaining a User ID and Password

LEAs must submit a New User Agreement Form to USOE in order to request a user ID. The New User Agreement form must be filled out and faxed to the Assessment website administrator at USOE. After checking the contents and forms for accuracy, the administrator

## 2 Logging into the Assessment Website

A USOE assigned user ID and Password is required to gain access to the Assessment system. Users are required to use strong passwords (See section 1.8.3 Password Security for details.).

For security purposes, invalid user logins are disabled after 3 consecutive failed attempts; if an account should be disabled, users are required to contact USOE in order to have it reset.



The image shows a web form titled "Login" with a blue header. Below the header, there are two input fields: "User Name" and "Password". The "User Name" field is a single-line text box, and the "Password" field is a single-line text box. Below the "Password" field is a "Login" button. The background of the page is light blue with some faint text and graphics.

**Login**

User Name

Password

Login

Figure 2.1

### 3 Home Page

Users are directed to the Assessment **Home** page after successfully logging into the Assessment website. The **Home** page contains a Calendar of Events to notify LEAs of special dates and events. Links to the various parts of the website are listed along the top and left sides of the website.

**Utah State Office of Education | Assessment**

User: Casey Cleveland  
LEA: CARBON DISTRICT (05)  
School: WVA  
Log Out

[Home](#) | [File Upload](#) | [Review File Processing](#) | [Support](#)

**File Maintenance**  
[Upload File](#)  
[Review File Processing](#)

**Session Maintenance**  
[Session Status](#)

**User Maintenance**  
[Change Password](#)

[Support](#)

## Welcome to the Assessment Website

Calendar of Events			
!	February 21	Sharon enters users	Sharon enters users
✓	February 21	Pilot preprint website	Pilot preprint website & monitor and printing application.
	March 15	Preprints ready	All preprints run
	March 15	System Live	Website and Monitor applications live.
	April 20	Raw score reports ready to run	Raw score reports ready to run
	May 01	Raw research disk format complete	Raw research disk format ready for exporting data
	May 15	Profiles ready	Profiles ready for production loads/runs
	June 30	Load warehouse profile data	Load warehouse profile data

### Documents of Interest

<a href="#">Preprint File Name Specification</a>	Detailed specification for building and naming Preprint Files.
<a href="#">Assessment Preprint FAQs</a>	Top Frequently Asked Questions for the Assessment Preprint System.

Site Index | [State Board](#) | [Contact USOE](#)

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Assessment Support: [assessmenthelp@schools.utah.gov](mailto:assessmenthelp@schools.utah.gov) (801) 538-7508

utah.gov

Figure 3.1



## 4 File Maintenance

The **File Maintenance** area of the Assessment website is provided to aid in checking file statuses and viewing errors found in Preprint files. The following sub-sections explain and provide the steps for each web page on the **File Maintenance** menu.

Utah State Office of Education | Assessment

User: Casey Loveland  
LEA: CARBON DISTRICT (05)

Home | File Upload | Review File Processing | Support | Log Out

**File Maintenance**

- Upload File
- Review File Processing
- Session Maintenance
- Session Status
- User Maintenance
- Change Password
- Support
- Frequently Asked Questions

**File Processing**

Filename	TESTID	File Status	# of Students	Testing Session
<a href="#">PRE_005_SPRING_MA0202_20051217_01.TXT</a>	MA0202	Received	0	Spring
<a href="#">PRE_005_TRM_MA0101_20051228_04.TXT</a>	MA0101	Received	0	1st Trimester
<a href="#">PRE_005_SPRING_MA0101_20051228_04.TXT</a>	MA0101	Received	0	Spring
<a href="#">PRE_005_TRM_MA0101_20051229_01.TXT</a>	MA0101	Failed	0	1st Trimester
<a href="#">PRE_005_SPRING_MA0101_20060104_03.TXT</a>	MA0101	Released to Print	3489	Spring
<a href="#">PRE_005_SPRING_MA0101_20060104_02.TXT</a>	MA0101	Released to Print	3489	Spring
<a href="#">PRE_005_SPRING_MA0101_20060104_01.TXT</a>	MA0101	Released to Print	0	Spring

Refresh Cancel File File Summary Disaggregation Report

Received Loading Queued Released to Print Printing Print Verified Shipped

utah.gov

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Assessment Support: [assessmenthelp@schools.utah.gov](mailto:assessmenthelp@schools.utah.gov) (801) 538-7500

Figure 4.1

### 4.1 Uploading Assessment Preprint Files

The **Upload File** page allows LEA's to upload Assessment Preprint files to USOE. Before the file is actually uploaded, the **Upload File** page verifies that the file name meets the Preprint File Name Specification and that the file has not been uploaded before. After the file is uploaded, a successful upload message appears and the file appears in the **Review File Processing** screen with its current status as shown in Figure 4.1.

### 4.1.2 Steps for uploading

The following are general steps to be used when uploading Preprint files to the Assessment website.

1. Create an LEA Preprint file for each test
2. Use the provided Preprint File Validation Application tool to validate the file's contents.
3. Login to the Assessment website using a valid user ID and password.
4. Click on the **Upload File** link on the Assessment Home page under **File Maintenance** section. The **Upload File** screen will appear as in Figure 4.2

The screenshot displays the 'Upload a File' interface of the Utah State Office of Education | Assessment website. The header includes the Utah State Office of Education logo, the site name, and a user profile for Casey Loveland from LEA CARBON DISTRICT (05). A navigation bar contains links for Home, File Upload, Review File Processing, and Support. A left sidebar lists various maintenance and support options. The main content area features a 'File Name:' input field, a 'Browse...' button, and an 'Upload' button. A link to view file specifications is provided below the upload buttons. A note at the bottom indicates that the document requires Adobe Acrobat Reader, with a link to get it. The footer contains the Utah.gov logo, site index, state board, and contact information for USOE, including a copyright notice for 2006 and an assessment support email address.

Utah State Office of Education | Assessment

User Casey Loveland  
LEA CARBON DISTRICT (05)

Home | File Upload | Review File Processing | Support | Log Out

**File Maintenance**

- Upload File
- Review File Processing

**Session Maintenance**

- Session Status

**User Maintenance**

- Change Password

**Support**

- Frequently Asked Questions

**Upload a File**

File Name:

[Click here to view the File Specifications \\*](#)

\* The document requires Adobe Acrobat® Reader®.  
[Click here to get it.](#)

Get Adobe Reader

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utah.gov

Figure 4.2



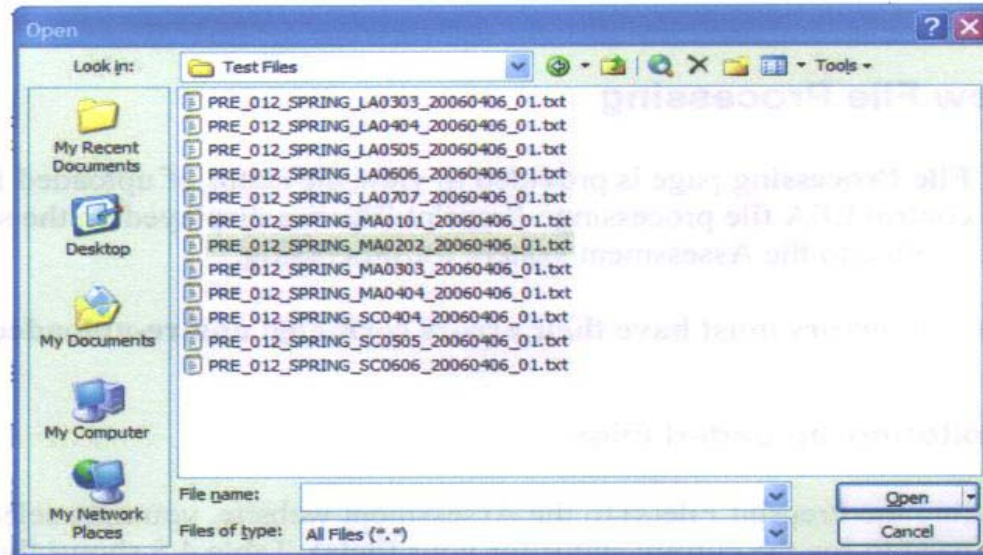
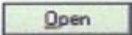
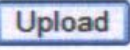
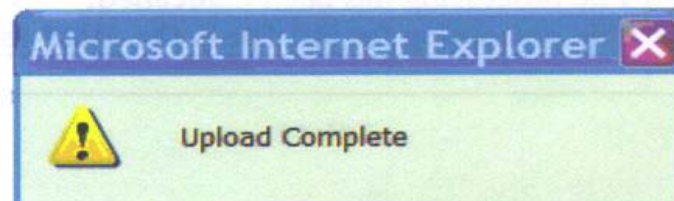


Figure 4.3

6. After locating the correct Preprint file, select it and click on 
7. The Preprint File that was selected, along with its path, should now appear in the **File Name** box
8. Click on  to start the upload process

**NOTE:** The amount of time required to upload a file is determined by many factors. The major factors are; the LEAs internet connection speed, and the size of the file being uploaded.

9. After the file has been successfully uploaded, a confirmation message box will appear as in Figure 4.4. If the file name doesn't match the Preprint File Name Specification, the upload will fail and the appropriate error message will be displayed.



## 4.2 Review File Processing

The **Review File Processing** page is provided to view the status of uploaded file(s), review file error(s), and control LEA file processing. Preprint files are displayed on the screen after they have been submitted to the Assessment system for processing.

- **Files with errors must have their errors corrected and re-uploaded for processing.**

### 4.2.1 Monitoring Uploaded Files

After uploading the Preprint File(s) to the Assessment website, you may select the **Review File Processing** page to see the current status for your file(s). Table 4.5 shows the possible Preprint File Statuses. The Statuses are divided into two categories; Normal and Exception.

Normal Status	Definition
Received	The Preprint file has been Received for processing.
Loading	The file contents is being validated and loaded into the system.
Queued	The file contents have passed validation and have been loaded into the Assessment system.
Released to Print	The file has been released to the printing staff at USOE.
Printing	The file is in the process of <b>Printing</b> by the USOE staff.
Printed	The file has been <b>Printed</b> and is waiting for verification.
Print Verified	The printed output has been verified by USOE printing staff.
Shipped	The preprint answer documents have been shipped from USOE.
Exception Status	Definition
Failed	File <b>Failed</b> loading validation and will <b>NOT</b> be processed.
Cancelled	File processing has been <b>Cancelled</b> .
On-Hold	File processing for this file is <b>On-Hold</b> for some reason.

Table 4.5

#### 4.2.1.1 Steps





## File Maintenance

[Upload File](#)[Review File Processing](#)

## Session Maintenance

[Session Status](#)

## User Maintenance

[Change Password](#)

## Support

[Frequently Asked Questions](#)

## File Processing

LEA #

USOE

Filename	TESTID	File Status	# of Students	Testing Session
<a href="#">PRE 099 SPRING MA0101 20051228 05.TXT</a>	MA0101	Failed	0	Spring
<a href="#">PRE 099 SPRING MA0101 20051227 01.TXT</a>	MA0101	Failed	0	Spring
<a href="#">PRE 099 SPRING MA0202 20060211 01.TXT</a>	MA0202	Failed	0	Spring
<a href="#">PRE 099 SPRING MA0101 20051228 01.TXT</a>	MA0101	Failed	0	Spring
<a href="#">ALL 099 SPRING CRT 20051227 02.TXT</a>		Canceled	0	Spring
<a href="#">ALL 099 SPRING CRT 20051227 01.TXT</a>		Canceled	0	Spring

[Refresh](#)[Cancel File](#)[File Summary](#)[Disaggregation Report](#)

Received

Failed

Queued

Released to Print

Printing

Print Verified

Shipped

[Site Index](#) | [State Board](#) | [Contact USOE](#)Copyright © 2006 State of Utah Office of Education  
Assessment Support: [assessmenthelp@schools.utah.gov](mailto:assessmenthelp@schools.utah.gov) (801) 538-7500

Figure 4.6

## 4.2.2 Processing Files with Errors

After a Preprint File has been uploaded, errors may be detected. If errors were found during validation, a status of **Failed** will appear next to the file name as shown in Figure 4.6. The following options are available for files with errors.

- Click on the filename with status of **Failed**
- View errors on the file by clicking on the [File Summary](#) button and then cancel the file.
- Files with errors must be fixed by the LEA and re-uploaded for processing.

## 4.2.3 Canceling Files

LEAs can cancel Preprint files they have uploaded as long as they are not actively being processed. For example, Preprint files that are in the Loading status cannot be canceled since they are being validated

## 4.2.4 File Summary

The File summary page will show detailed information about each file.

**\*\*This is currently under construction.**

### 4.2.4.1 Steps

The following are general steps to be used in viewing the summary of a processed file.

1. Log on to the Assessment website with a valid user ID and password
2. Select **Review File Processing** from the **File Maintenance** section of the Home page
3. Click on the file to get its status.
4. Click on [File Summary](#)
5. The file Summary will be displayed

## 4.2.5 All Student File Disaggregation Report

The **Disaggregation Report** displays the demographic contents of All student files that have been loaded into the Assessment database. The report is not available until the file has passed validation and has been successfully loaded into the Assessment database. LEA's should use this report to determine that they have uploaded the appropriate demographic information to USOE in their All Student file.

Utah State Office of Education | Assessment

User Casey Loveland  
LEA: CARBON DISTRICT (05)

Home

File Upload

Review File Processing

Support

Log Out

File Maintenance

Unlocked File

Review File Processing

Session Maintenance

Session Status

User Maintenance

Change Password

Summit

Frequently Asked Questions

Disaggregation Report

CARBON DISTRICT

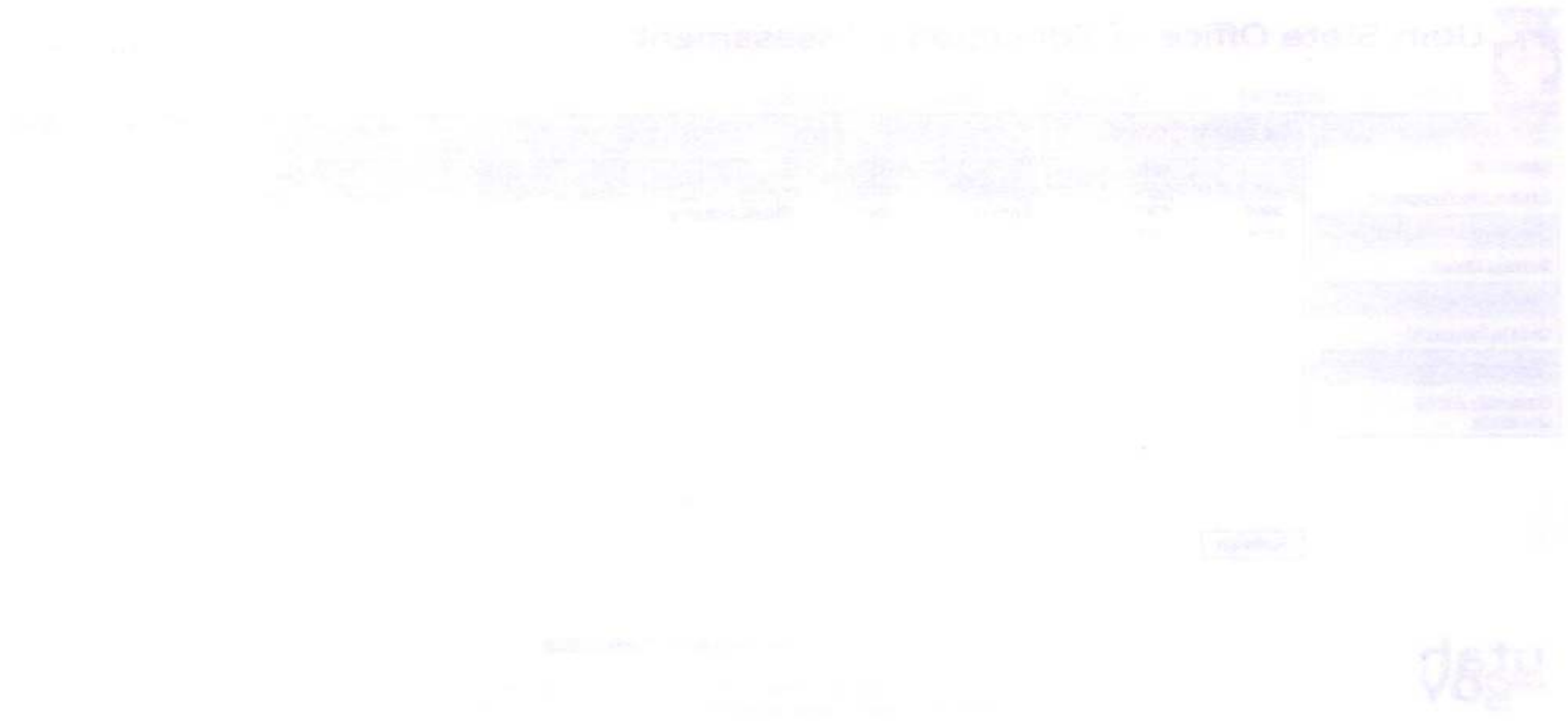
All Student Disaggregation Report for ALL\_005\_SPRING\_CRT\_20060227\_01.TXT

School # and Name	Active?	# of Students	Gender	Ethnicity	# of Sp.
			Male	Female	A B C H I F Micrants
057 COLLEGE OF EASTERN UTAH	<input checked="" type="checkbox"/>				
112 CASTLE HEIGHTS SCHOOL	<input checked="" type="checkbox"/>	461	208	253	461
114 CREEKVIEW SCHOOL	<input checked="" type="checkbox"/>	442	230	212	442
120 SALLY MAURO SCHOOL	<input checked="" type="checkbox"/>	298	156	142	298
132 PETERSEN SCHOOL	<input checked="" type="checkbox"/>	110	61	49	110
124 WELLINGTON SCHOOL	<input checked="" type="checkbox"/>	364	190	174	364
408 HELPER JR HIGH	<input checked="" type="checkbox"/>	164	88	76	164
412 MONT HARMON JR HIGH	<input checked="" type="checkbox"/>	669	342	327	669
550 CASTLE CO YOUTH CTR	<input checked="" type="checkbox"/>				

#### 4.2.5.1 Steps

The following are general steps to be used in viewing the **Disaggregation Report** of a loaded file.

1. Log on to the Assessment website with a valid user ID and password
2. Select **Review File Processing** from the **File Maintenance** section of the home page
3. Click on the file to get its status.
4. Click on **Disaggregation Report**
5. The Disaggregation Report will be displayed





## 5 Session Maintenance

The **Session Maintenance** area of the Assessment website displays which Testing Sessions are open for the LEA. Testing Sessions are opened by the Assessment/Preprint administrator at USOE. **Files can only be uploaded for sessions that are open.** After an LEA has uploaded all Preprint files for a session, the LEA must close the session. Closing the session notifies the Assessment/Preprint Administrator that the LEA is ready to have their Preprint files reviewed and printed. **Files will not be reviewed or printed until the LEA has closed the testing session.**

**NOTE:** Preprint Files can NOT be uploaded for closed sessions!

The screenshot shows the Utah State Office of Education | Assessment website. The header includes the USOE logo, the site name, and a user login box for Casey Loveland at LEA CARBON DISTRICT (05). The navigation bar contains links for Home, File Upload, Review File Processing, Support, and Log Out. A left sidebar lists various maintenance and support options. The main content area displays a 'Session Status' table with columns for SY, Test Type, Session, and Upload Status. Two sessions are listed: one for SY 2006, Test Type CRT, Session Spring, which is Open and has a 'Close Session' link; and another for SY 2006, Test Type CRT, Session 1st Trimester, which is Closed. A 'Refresh' button is located below the table. The footer contains a 'utah.gov' logo, site index and contact links, and copyright information for 2006.

SY	Test Type	Session	Upload Status
2006	CRT	Spring	Open <a href="#">Close Session</a>
2006	CRT	1st Trimester	Closed

Figure 4.1

### 5.1 How to Close a Session so my Assessments will be Printed?

## 6 User Maintenance

A valid user ID and password are required to use the Assessment website. LEAs are able to change their password using the **Change Password** web page. LEAs must contact USOE in order to create a new Assessment website user ID.

### 6.1 Change Password Screen

Passwords must be changed at regular intervals and any time a user's password may have been compromised. See Figure 6.3 for the **Change Password** page.

**\*\* Passwords should NOT be shared or given to anyone for any reason as this violates the Website User Agreement and FERPA regulations.**

The screenshot shows the 'Change Password' page of the Utah State Office of Education | Assessment website. The page has a blue header with the site name and a user profile box for 'User Casey Loveland, LEA CARBON DISTRICT (05)'. A navigation menu on the left includes links for Home, File Upload, Review File Processing, Support, File Maintenance, Upload File, Review File Processing, Session Maintenance, Session Status, User Maintenance, Change Password, Support, Frequently Asked Questions, and Questions. The main content area is titled 'Change Password' and lists criteria for passwords: at least 8 characters, at least 1 number (0-9), at least 1 uppercase letter (A-Z), and at least 1 lowercase letter (a-z). Below the criteria are three input fields for 'Current Password', 'New Password', and 'Confirm New Password', followed by a 'Save New Password' button. The footer contains the Utah dot gov logo, site index, state board, contact USOE, copyright information, and assessment support contact details.

Utah State Office of Education | Assessment

User Casey Loveland  
LEA CARBON DISTRICT (05)

Home | File Upload | Review File Processing | Support | Log Out

File Maintenance  
Upload File  
Review File Processing  
Session Maintenance  
Session Status  
User Maintenance  
Change Password  
Support  
Frequently Asked Questions  
Questions

**Change Password**

All passwords must meet the following criteria:

- 1) Be at least 8 characters in length
- 2) Contain at least 1 number (0-9)
- 3) Contain at least 1 uppercase letter (A-Z)
- 4) Contain at least 1 lowercase letter (a-z)

Current Password

New Password

Confirm New Password

Site Index | [State Board](#) | [Contact USOE](#)


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Assessment Support: [assessmenthelp@schools.utah.gov](mailto:assessmenthelp@schools.utah.gov) (801) 538-7500

Figure 6.3



# 7 Support

The **Support** page contains information to aid in the usage of the Assessment website. Included are documents explaining how to use the website, as well as links to download files and programs like the Preprint File Validation Application. The **Support** page is shown in Figure 7.1. This web page is updated on an as needed basis.




**Utah State Office of Education | Assessment**

User Casey Loveland  
LEA CARBON DISTRICT (05)






Home | File Upload | Review File Processing | **Support** | Log Out

**File Maintenance**  
Upload File  
Review File Processing  
**Session Maintenance**  
Session Status  
**User Maintenance**  
Change Password  
**Support**  
Frequently Asked Questions





**Assessment Support - Downloads**

Preprint File Validation Application		Release Date	Version / Size		
Application Setup	Download and install this application to validate LEA Preprint Files prior to upload.	01/12/2006	1.0a 7 MB		<a href="#">Download</a>
Latest data files	Latest data files for the Preprint File Validation Application.	Updated Nightly	N/A 33 KB		<a href="#">Download</a>
GPL Ghostscript	Download and install if you want to save reports generated by the Preprint File Validation Application as PDFs.	9/22/2004	8.15 9.3 MB		<a href="#">Download</a>

Documents		Release Date	Version / Size		
Preprint File Name Specification	Detailed specification for building and naming Preprint Files.	10/05/2005	0.11 33 KB		<a href="#">Download</a>
Assessment Preprint FAQs	Top Frequently Asked Questions for the Assessment Preprint System.	10/04/2005	N/A 67 KB		<a href="#">Download</a>
Assessment Website Release Notes	Contains the revision history for the Assessment Website.	02/12/2006	1.0 9 KB		<a href="#">Download</a>
Preprint File Validation Application User Manual	Documentation for using the Preprint File Validation Application.	02/09/2006	1.0 738 KB		<a href="#">Download</a>
New LEA User Agreement	Download, complete and return this form to the USOE Assessment Administrator to gain access to the Assessment Preprint Website.	01/12/2006	N/A 1 MB		<a href="#">Download</a>

**Icon Key**

	Downloads with this image are installation programs compatible with Microsoft Windows.
	Downloads with this image require Adobe Acrobat Reader Adobe Acrobat® Reader®. <a href="#">Click here to get it.</a> 
	Downloads with this image require a zip archive compression tool like <a href="#">WinZip®</a> or <a href="#">PKUNZIP</a> .

## 7.1 Assessment Support Downloads

The Assessment website **Support** page has one section which is associated to the Preprint File Validation Application and a section which contains artifacts to assist LEA's in using the Assessment website.

### 7.1.1 Preprint File Validation Application Downloads

This area of the **Support** page contains files and setup programs that are associated only with the Preprint File Validation Application.

- Application Setup** This is a setup program for installing the Preprint File Validation Application. Click on the download link to download the file to the LEA's local PC.
- Latest Data files** This section contains the latest Preprint File Validation Application support files used by the application to validate Preprint files.
- GPL Ghostscript** This section contains a ghostscript setup program used for creating PDF files from the Preprint File Validation program. (This is **NOT** needed if you already have a PDF driver installed or do not need this capability.)

### 7.1.2 Download Documents

This area of the download page contains artifacts related to the Assessment system.

- Preprint File Name** This is the Preprint File Name specification. All files names must comply with this specification.
- Assessment Preprint FAQs** This is a list of frequently asked questions and answers. It is updated as needed.
- Assessment Release Notes** This artifact contains the latest information about changes to the Assessment Website.

---

## New LEA User Agreement

This document is the required form for requesting an Assessment website access user account.

## Assessment Error Messages

This document lists error messages that may be returned by the system on the website as well as by the Preprint File Validation Application.

# Items of Interest in the new Assessment System

- .. A new Assessment website will be used for uploading Preprint and All student files to USOE.
- .. The new Assessment website is similar to the SSID website so training should be minimal for LEA's.
- .. LEA's may modify and use the same password on both systems.
- .. Access to the new assessment website is obtained from Sharon Marsh after filling out New User Agreement forms.
- .. A new Preprint Validation application is available for download and must be used on all files sent to the website prior to uploading them to
- the website. The setup for this application can be downloaded from the Assessment website Support page.



# Items of Interest in the new Assessment System

- .. Once a file has been uploaded, the LEA student number and SSID will be verified against the SSID database for accuracy.
- .. All student and Preprint files must contain SSID's or the files will be rejected.
- .. If a Pre-print or All Student file fails validation, the exceptions must be corrected and a new file uploaded
- .. Two new barcodes will appear on answer documents. (LEA student number and Test ID)
- .. Monitoring of Preprint file progress is now available 24x7 via the Assessment website.
- .. First name and last name printed on assessments will be retrieved from the SSID system.
- .. District number and school number will be verified against CACTUS before printing.

**CRT PACKING LIST FORM**  
**SPRING 2005-2006**  
**BOOKLETS, KINDER & SINGLE-SUBJECT ANSWER SHEETS**

**MATH BOOKLETS**

Grade	Test Name	Booklets	Number of Schools	Total Boxes
1	Math 1			
2	Math 2			

**LANGUAGE ARTS BOOKLETS**

Grade	Test Name	Booklets	Number of Schools	Total Boxes
1	Language 1			
2	Language 2			

---

**SINGLE-SUBJECT ANSWER SHEETS**  
**MATH 3-6; LANGUAGE ARTS 3-6; ; SCIENCE 4-6**

Grade	Test Name	Answer Sheets	Number of Schools	Total Boxes
3	Math 3			
4	Math 4			
5	Math 5			
6	Math 6			

**CRT PACKING LIST FORM**  
**SPRING 2005-2006**  
**SECONDARY MATH & SCIENCE**

<b>Grade</b>	<b>Test Name</b>	<b>Answer Sheets</b>	<b>Number of Schools</b>	<b>Total Boxes</b>
<b>7</b>	<b>Language Arts 7</b>			
<b>8</b>	<b>Language Arts 8</b>			
<b>9</b>	<b>Language Arts 9</b>			
<b>10</b>	<b>Language Arts 10</b>			
<b>11</b>	<b>Language Arts 11</b>			
<b>7</b>	<b>Math 7</b>			
<b>7-8</b>	<b>Pre-Algebra</b>			
<b>9-12</b>	<b>Elementary Algebra</b>			
<b>8-12</b>	<b>Geometry</b>			
<b>9-12</b>	<b>Applied Math I</b>			
<b>9-12</b>	<b>Applied Math II</b>			
<b>7</b>	<b>Integrated Sci. 7</b>			
<b>8</b>	<b>Integrated Sci. 8</b>			
<b>9</b>	<b>Earth Systems</b>			
<b>9-12</b>	<b>Chemistry</b>			



LAST NAME										FIRST NAME										M
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	

STUDENT NUMBER									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

FORM NUMBER	
1	7
2	8
3	9
4	10
5	11
6	12

DATE OF BIRTH		
MONTH	DAY	YEAR
<input type="radio"/> Jan		
<input type="radio"/> Feb		
<input type="radio"/> Mar	<input type="radio"/> 00	<input type="radio"/> 19
<input type="radio"/> Apr	<input type="radio"/> 01	<input type="radio"/> 20
<input type="radio"/> May	<input type="radio"/> 02	
<input type="radio"/> Jun	<input type="radio"/> 03	
<input type="radio"/> Jul	<input type="radio"/> 04	
<input type="radio"/> Aug	<input type="radio"/> 05	
<input type="radio"/> Sep	<input type="radio"/> 06	
<input type="radio"/> Oct	<input type="radio"/> 07	
<input type="radio"/> Nov	<input type="radio"/> 08	
<input type="radio"/> Dec	<input type="radio"/> 09	

GRADE	
<input type="radio"/> K	<input type="radio"/> 7
<input type="radio"/> 1	<input type="radio"/> 8
<input type="radio"/> 2	<input type="radio"/> 9
<input type="radio"/> 3	<input type="radio"/> 10
<input type="radio"/> 4	<input type="radio"/> 11
<input type="radio"/> 5	<input type="radio"/> 12
<input type="radio"/> 6	



RACE/ETHNICITY
<input type="radio"/> American Indian or Alaskan Native
<input type="radio"/> Asian
<input type="radio"/> Pacific Islander
<input type="radio"/> Hispanic
<input type="radio"/> Black, not of Hispanic origin
<input type="radio"/> White, not of Hispanic origin
<input type="radio"/> Other

GENDER
<input type="radio"/> Male
<input type="radio"/> Female

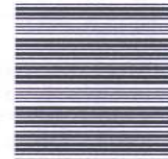
SPECIAL CODES: <i>If applicable, mark one.</i>	
<b>NON-STANDARD PARTICIPATION</b> <input type="radio"/> Attempted <input type="radio"/> Accommodated (IEP/LEP) <input type="radio"/> Modified (IEP Team) <input type="radio"/> UT Alternate Assessment (IEP Team)	<b>NON-PARTICIPATION</b> <input type="radio"/> Absent – Unable to make up test <input type="radio"/> Excused – Special circumstances <input type="radio"/> Unknown student <input type="radio"/> Withdrawn from school <input type="radio"/> ELL First Year in U.S. April 15 or later
<input type="radio"/> ELL First Year in U.S. Before April 15	



# CRT and Kindergarten Pre and Post Test Header Sheet

A. SCHOOL NAME																			
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

83-083



TESTING/EVAL.

B. GRADE			
K	<input type="radio"/>	8	<input type="radio"/>
1	<input type="radio"/>	9	<input type="radio"/>
2	<input type="radio"/>	10	<input type="radio"/>
3	<input type="radio"/>	11	<input type="radio"/>
4	<input type="radio"/>	12	<input type="radio"/>
5	<input type="radio"/>		
6	<input type="radio"/>		
7	<input type="radio"/>		

TEACHER NUMBER					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

INFORMATION BOX	
SCHOOL NAME	_____
TEST TITLE	_____
GRADE	_____
DATE TESTED	_____

C. DISTRICT/ SCHOOL CODE					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
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A	A				
B	B				
C	C				
D	D				
E	E				
F	F				
G	G				
H	H				
I	I				
J	J				
K	K				
L	L				
M	M				
N	N				
O	O				
P	P				
Q	Q				
R	R				
S	S				
T	T				
U	U				
V	V				
W	W				
X	X				
Y	Y				
Z	Z				

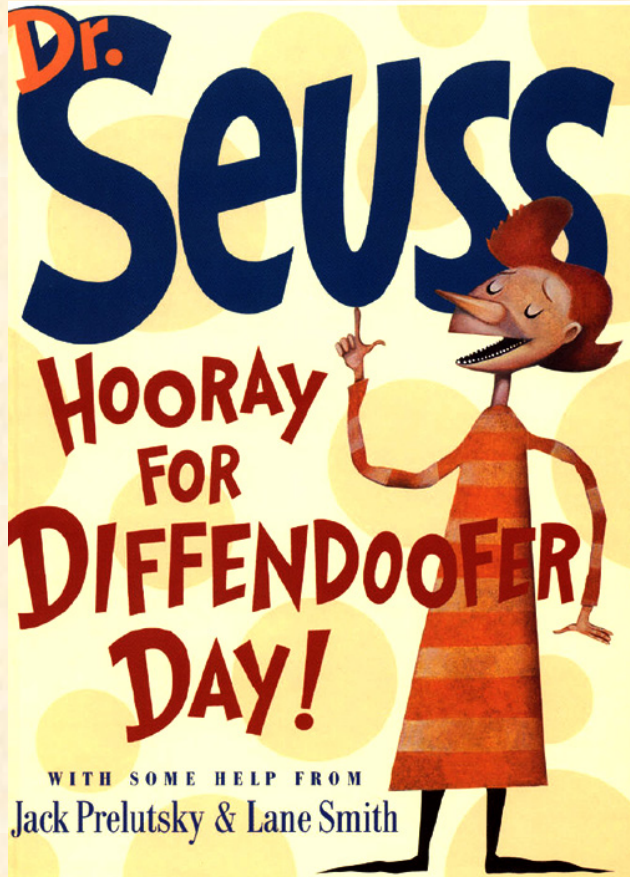
# Testing Window

# Video

# Ethical Practices

# Preparing Students for “The Test”

## Test Preparation Activities



**Good teaching begets  
Good test scores.**



# Ethical Test Practices

- In loco parentis – act as a role model
  - What would you tolerate from your students?
- Test scores should represent mastery of content.
  - Test preparation that increases test scores without increasing mastery of content is inappropriate.
- Paraphrased from *Ethical Standards for Test Preparation* (Popham, 1998)

# Ethical Practices

- Instruction on all Core Curriculum standards and objectives
- Classroom assessments that represent a wide variety of formats: constructed response, performance-based, writing, etc.

# Ethical Practices

- Instruction covering general test-taking skills relating to a variety of test formats
- Use of test item pools, USOE or school district sponsored
- Ensure familiarity with test type
- Motivation for Students
  - Get students excited to demonstrate their knowledge and understanding. 😊

# Ethical Practices

- Check the student answer documents to make sure that they are complete (e.g., student attempted to answer questions, remove stray marks, fill out special codes box).
- Provide TIME!
  - Remember these tests are NOT TIMED.

# Protection

- Protect yourself
  - Scoring for class grading use
  - Cleaning of documents to reduce scanning error
- Activities concerning test booklets and answer documents should be done with the whole class or group of teachers



# Unethical Practices (Avoid These Activities)

- Instruction limited to ONLY objectives that are being tested on the Core CRTs (in other words, excluding parts of the Core Curriculum that are not covered by the CRTs)
- Presenting questions that are almost identical to those on the Core CRTs (e.g., using the same content, scenarios, or activities)
- Special instruction and practice based directly on a current or a previous form of the test

# Unethical Practices

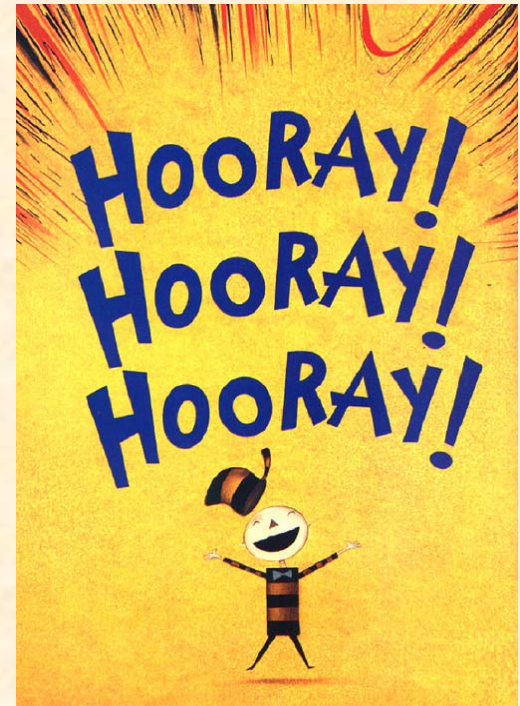
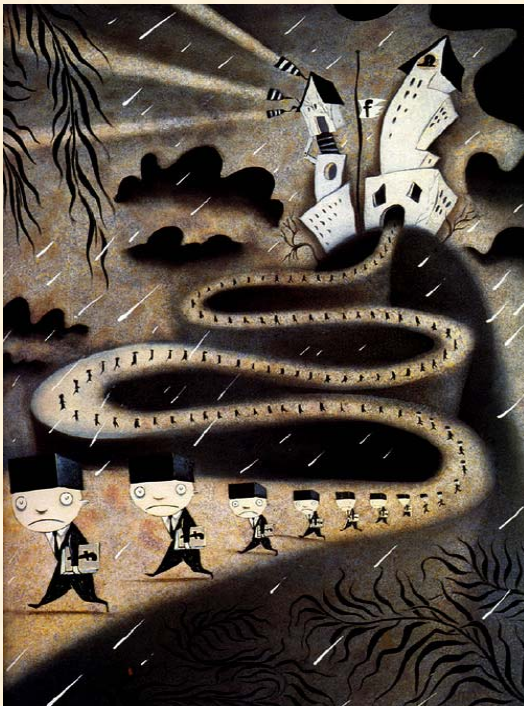
- Giving students answers to questions on the Core CRTs, or hints about the answer, or direct preparation towards the test
- Inappropriate/undocumented “accommodations”

# Some Specifics

- Self-scoring for classroom grades
  - Use WISELY to inform grades!
  - Think through intent of CRT construction and then how to apply to classroom grading scales.
  - What does proficient on CRTs mean?
- Classroom walls

# Final Guidance

- Imagine the ideal standardized testing scenario and stray as little as possible from it!







First day of the testing window!



LAST NAME										FIRST NAME										M
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
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H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	
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N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
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V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
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Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	

STUDENT NUMBER									
0	0	0	0	0	0	0	0	0	0
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9	9	9	9	9	9	9	9	9	9

FORM NUMBER	
1	7
2	8
3	9
4	10
5	11
6	12

DATE OF BIRTH		
MONTH	DAY	YEAR
<input type="radio"/> Jan		
<input type="radio"/> Feb		
<input type="radio"/> Mar	0 0	19
<input type="radio"/> Apr	1 1	20
<input type="radio"/> May	2 2	
<input type="radio"/> Jun	3 3	
<input type="radio"/> Jul	4	
<input type="radio"/> Aug	5	
<input type="radio"/> Sep	6	
<input type="radio"/> Oct	7	
<input type="radio"/> Nov	8	
<input type="radio"/> Dec	9	

GRADE	
<input type="radio"/> K	<input type="radio"/> 7
<input type="radio"/> 1	<input type="radio"/> 8
<input type="radio"/> 2	<input type="radio"/> 9
<input type="radio"/> 3	<input type="radio"/> 10
<input type="radio"/> 4	<input type="radio"/> 11
<input type="radio"/> 5	<input type="radio"/> 12
<input type="radio"/> 6	



RACE/ETHNICITY
<input type="radio"/> American Indian or Alaskan Native
<input type="radio"/> Asian
<input type="radio"/> Pacific Islander
<input type="radio"/> Hispanic
<input type="radio"/> Black, not of Hispanic origin
<input type="radio"/> White, not of Hispanic origin
<input type="radio"/> Other

GENDER
<input type="radio"/> Male
<input type="radio"/> Female

SPECIAL CODES: <i>If applicable, mark one.</i>	
<b>NON-STANDARD PARTICIPATION</b> <input type="radio"/> Attempted <input type="radio"/> Accommodated (IEP/LEP) <input type="radio"/> Modified (IEP Team) <input type="radio"/> UT Alternate Assessment (IEP Team)	<b>NON-PARTICIPATION</b> <input type="radio"/> Absent – Unable to make up test <input type="radio"/> Excused – Special circumstances <input type="radio"/> Unknown student <input type="radio"/> Withdrawn from school <input type="radio"/> ELL First Year in U.S. April 15 or later
<input type="radio"/> ELL First Year in U.S. Before April 15	



# Language Arts Answer Sheet

USOE TESTING SERVICE

**UTAH  
PUBLIC  
SCHOOLS**



## EXAMPLE

RIGHT  
1 (A) (B) (C) (E) ☒ (D)  
WRONG  
2 (A) (B) (C) (D) (E) ☒ (A)  
WRONG  
3 (A) (B) (C) (D) (E) ☒ (C)  
WRONG  
4 (A) (B) (C) (D) (E) ☒ (E)

## IMPORTANT DIRECTIONS FOR MARKING ANSWERS

REFER TO THESE EXAMPLES BEFORE STARTING PRACTICE EXERCISES

Use #2 black lead pencil only.

Make heavy black marks that fill the circle completely.

Erase clearly any answer you wish to change.

Make no stray marks on this answer sheet.

Do not mark in the USOE box, unless requested.

USOE

1 2 3 4 5

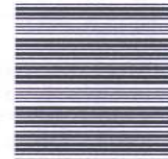
## Language Arts

1 (A) (B) (C) (D) (E)	26 (A) (B) (C) (D) (E)	51 (A) (B) (C) (D) (E)	76 (A) (B) (C) (D) (E)	101 (A) (B) (C) (D) (E)	126 (A) (B) (C) (D) (E)
2 (A) (B) (C) (D) (E)	27 (A) (B) (C) (D) (E)	52 (A) (B) (C) (D) (E)	77 (A) (B) (C) (D) (E)	102 (A) (B) (C) (D) (E)	127 (A) (B) (C) (D) (E)
3 (A) (B) (C) (D) (E)	28 (A) (B) (C) (D) (E)	53 (A) (B) (C) (D) (E)	78 (A) (B) (C) (D) (E)	103 (A) (B) (C) (D) (E)	128 (A) (B) (C) (D) (E)
4 (A) (B) (C) (D) (E)	29 (A) (B) (C) (D) (E)	54 (A) (B) (C) (D) (E)	79 (A) (B) (C) (D) (E)	104 (A) (B) (C) (D) (E)	129 (A) (B) (C) (D) (E)
5 (A) (B) (C) (D) (E)	30 (A) (B) (C) (D) (E)	55 (A) (B) (C) (D) (E)	80 (A) (B) (C) (D) (E)	105 (A) (B) (C) (D) (E)	130 (A) (B) (C) (D) (E)
6 (A) (B) (C) (D) (E)	31 (A) (B) (C) (D) (E)	56 (A) (B) (C) (D) (E)	81 (A) (B) (C) (D) (E)	106 (A) (B) (C) (D) (E)	131 (A) (B) (C) (D) (E)
7 (A) (B) (C) (D) (E)	32 (A) (B) (C) (D) (E)	57 (A) (B) (C) (D) (E)	82 (A) (B) (C) (D) (E)	107 (A) (B) (C) (D) (E)	132 (A) (B) (C) (D) (E)
8 (A) (B) (C) (D) (E)	33 (A) (B) (C) (D) (E)	58 (A) (B) (C) (D) (E)	83 (A) (B) (C) (D) (E)	108 (A) (B) (C) (D) (E)	133 (A) (B) (C) (D) (E)
9 (A) (B) (C) (D) (E)	34 (A) (B) (C) (D) (E)	59 (A) (B) (C) (D) (E)	84 (A) (B) (C) (D) (E)	109 (A) (B) (C) (D) (E)	134 (A) (B) (C) (D) (E)
10 (A) (B) (C) (D) (E)	35 (A) (B) (C) (D) (E)	60 (A) (B) (C) (D) (E)	85 (A) (B) (C) (D) (E)	110 (A) (B) (C) (D) (E)	135 (A) (B) (C) (D) (E)
11 (A) (B) (C) (D) (E)	36 (A) (B) (C) (D) (E)	61 (A) (B) (C) (D) (E)	86 (A) (B) (C) (D) (E)	111 (A) (B) (C) (D) (E)	136 (A) (B) (C) (D) (E)
12 (A) (B) (C) (D) (E)	37 (A) (B) (C) (D) (E)	62 (A) (B) (C) (D) (E)	87 (A) (B) (C) (D) (E)	112 (A) (B) (C) (D) (E)	137 (A) (B) (C) (D) (E)

# CRT and Kindergarten Pre and Post Test Header Sheet

A. SCHOOL NAME																			
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
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S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
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X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

83-083



TESTING/EVAL.

B. GRADE			
K	<input type="radio"/>	8	<input type="radio"/>
1	<input type="radio"/>	9	<input type="radio"/>
2	<input type="radio"/>	10	<input type="radio"/>
3	<input type="radio"/>	11	<input type="radio"/>
4	<input type="radio"/>	12	<input type="radio"/>
5	<input type="radio"/>		
6	<input type="radio"/>		
7	<input type="radio"/>		

TEACHER NUMBER					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
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4	4	4	4	4	4
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6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

INFORMATION BOX	
SCHOOL NAME	_____
TEST TITLE	_____
GRADE	_____
DATE TESTED	_____

C. DISTRICT/ SCHOOL CODE					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
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O	O				
P	P				
Q	Q				
R	R				
S	S				
T	T				
U	U				
V	V				
W	W				
X	X				
Y	Y				
Z	Z				





**District Computer Services  
School and Grade Identification Sheet  
(For CRT and PRE & POST KINDERGARTEN)**

Please read all of the instructions for organizing, packaging, and sending CRT (Criterion Referenced Tests) or KINDERGARTEN (Pre or Post) to the Utah State Office of Education for scoring.

When completed, this sheet will identify the district, school and grade level of the tests, and **MUST** accompany any tests to be scored. Since scoring and reporting can only be accomplished when one of these sheets accompanies the answer documents for each school and grade being tested, it is important that all required information be completed accurately. This sheet must be the top sheet of any group of answer documents.

Instructions for completing the reverse side of this form for CRT or KINDERGARTEN PRE or POST TESTING:

1. **REQUIRED INFORMATION:** Fill in the data requested in the "Information Box." Using a #2 pencil, complete the following three sections.
  - A. **SCHOOL NAME:** THIS AREA WILL BE PREPRINTED
  - B. **GRADE:** Blacken one circle to indicate the grade level of the answer sheet. Do not mark more than 1 grade in this field. (This can not be pre-printed)
  - C. **DISTRICT/SCHOOL CODE:** Complete this grid as follows:
    - (1) The first two positions of the grid must contain the two positions district number assigned by the state. The A-Z under the first two positions will be used for new charter schools. (This area will be pre-printed)
  - D. **CRT USE ONLY:** In the box marked Teacher Number you must fill in all six positions and must use a teacher number. (Do not use all zeros)

Instructions for completing the reverse side of this form for Kindergarten. (Pre or Post)

1. **REQUIRED INFORMATION:** Fill in the data requested in the "Information Box." Using a #2 pencil, complete the following three sections.
  - A. **SCHOOL NAME:** THIS AREA WILL BE PREPRINTED
  - B. **GRADE:** Blacken K to indicate the grade level for kindergarten. (This can not be pre-printed)
  - C. **DISTRICT/SCHOOL CODE:** Complete this grid as follows:
    - (1) The first two positions of the grid must contain the two positions district number assigned by the state. The A-Z under the first two positions will be used for new charter schools. (This area will be pre-printed)
2. **Kindergarten use only:** In the box marked Teacher Number you must mark all six positions.  
Position one: Mark 1 if the class is a morning class.  
Mark 2 if the class is an afternoon class.

IF IT DOESN'T LOOK THE SAME AS THE  
OTHERS, DON'T USE IT!





LAST NAME										FIRST NAME										M
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
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I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	
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V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	

STUDENT NUMBER									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

GENDER
<input type="radio"/> Male <input type="radio"/> Female

DATE OF BIRTH			
MONTH	DAY	YEAR	
<input type="radio"/> Jan			
<input type="radio"/> Feb			
<input type="radio"/> Mar	<input type="radio"/> 0	<input type="radio"/> 19	<input type="radio"/> 0
<input type="radio"/> Apr	<input type="radio"/> 1	<input type="radio"/> 20	<input type="radio"/> 1
<input type="radio"/> May	<input type="radio"/> 2		<input type="radio"/> 2
<input type="radio"/> Jun	<input type="radio"/> 3		<input type="radio"/> 3
<input type="radio"/> Jul	<input type="radio"/> 4		<input type="radio"/> 4
<input type="radio"/> Aug	<input type="radio"/> 5		<input type="radio"/> 5
<input type="radio"/> Sep	<input type="radio"/> 6		<input type="radio"/> 6
<input type="radio"/> Oct	<input type="radio"/> 7		<input type="radio"/> 7
<input type="radio"/> Nov	<input type="radio"/> 8		<input type="radio"/> 8
<input type="radio"/> Dec	<input type="radio"/> 9		<input type="radio"/> 9

RACE/ETHNICITY
<input type="radio"/> American Indian or Alaskan Native <input type="radio"/> Asian <input type="radio"/> Pacific Islander

SPECIAL CODES: <i>If applicable, mark one.</i>	
<b>NON-STANDARD PARTICIPATION</b> <input type="radio"/> Attempted <input type="radio"/> Accommodated (IEP/LEP) <input type="radio"/> Modified (IEP Team)	<b>NON-PARTICIPATION</b> <input type="radio"/> Absent – Unable to make up test <input type="radio"/> Excused – Special circumstances <input type="radio"/> Unknown student <input type="radio"/> Withdrawn from school
<input type="radio"/> UT Alternate Assessment (IEP Team)	

GRADE
<input type="radio"/> K
<input type="radio"/> 1
<input type="radio"/> 2
<input type="radio"/> 3
<input type="radio"/> 4
<input type="radio"/> 5
<input type="radio"/> 6
<input type="radio"/> 7
<input type="radio"/> 8
<input type="radio"/> 9
<input type="radio"/> 10
<input type="radio"/> 11
<input type="radio"/> 12

DO NOT MARK IN SHADED AREA

DO NOT MARK IN SHADED AREA

ANY SPRING CRT ANSWER SHEETS



# CRT and Kindergarten Pre and Post Test Header Sheet

A. SCHOOL NAME																			
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

B. GRADE	
K <input type="radio"/>	8 <input type="radio"/>
1 <input type="radio"/>	9 <input type="radio"/>
2 <input type="radio"/>	10 <input type="radio"/>
3 <input type="radio"/>	11 <input type="radio"/>
4 <input type="radio"/>	12 <input type="radio"/>
5 <input type="radio"/>	
6 <input type="radio"/>	
7 <input type="radio"/>	

C. DISTRICT/ SCHOOL CODE				
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3

TEACHER NUMBER				

INFORMATION BOX	
SCHOOL NAME	_____
TEST TITLE	_____

PLEASE DON'T HANG ON TO YOUR  
OLD MATERIAL



# Students with Disabilities Testing Accommodations



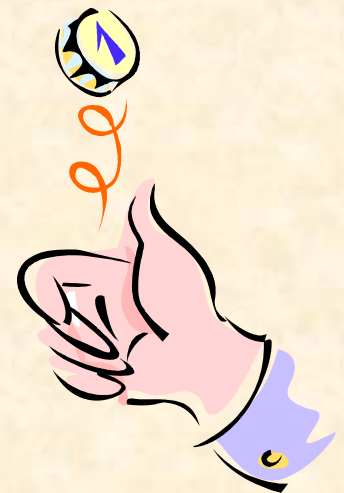
# When should accommodations be used?

- Accommodations should be provided to ensure that an assessment measures the student's **abilities** rather than the student's disabilities.
- These assessment accommodations should be routinely provided during classroom instruction.
- Accommodations should NOT be introduced for the first time during an assessment.



# Who makes the decision?

Decisions about who needs assessment accommodations should be made by people who know the educational needs of the student. Federal law requires that this be the Individualized Education Program (IEP) team.



# What is an accommodation?

- Accommodation: change in curriculum, instruction, or assessment that **does not** fundamentally alter or lower the standard or expectation
- Given the premise that accommodations are intended to allow the measurement of a student's skill, and not the effect of a disability, scores are aggregated to best capture the performance of all students.

# What makes an accommodation allowable?

- It is aligned with instructional accommodations
- Student needs it to demonstrate knowledge and skills or to participate in assessment
- **It does not change what is being measured**



# What have we known about test modifications?

- When the assessment is modified, scores are no longer comparable and therefore not used in the same manner for standard reporting.
- For purposes of AYP, modified tests are automatically counted as “not proficient”.

# What are the possible changes in modifications?

- Pending the passage of the Federal Regulations, in 2006-2007 a test that is modified will no longer be counted toward participation.
- States can develop a modified assessment that would take the place of modifications and count toward proficiency and participation.



# Reminder

- Out-of-level testing will no longer be allowed.

# English Language Learner Accommodations

# **ACCOMMODATIONS FOR STUDENTS AT THE EMERGENT/NEP & LEP LEVEL\***

## **Test Setting**

- Administer test in a small group or individually.
- Allow a licensed ESL educator to read the directions.
- Provide additional rest periods as needed.

\*note: Level A,B,C

# Procedure Changes: Testing Directions

- Read directions to students in English or translated by an endorsed, licensed ESL educator.
- Verify that students understand directions by asking them to repeat the directions in English.
- Highlight key words/phrases in the directions.
- Answer students' questions to clarify their understanding of the directions.
- Simplify language of directions to clarify or explain.
- Prompt student to focus attention on test.
- Provide encouragement to continue.

# Procedure Changes:

## Test Process

- *Note: Reading comprehension subtests cannot be read to a student nor translated or interpreted.*

## Use of Assistive Equipment

- Allow students to use a bilingual vocabulary list \*
- \*note: approval process
- Provide a written list of math/science symbols (symbol-for-symbol translation only).



# ACCOMMODATIONS FOR STUDENTS AT ADVANCED/FLUENT LEVEL\*

## Test Setting

- Allow additional rest periods as needed.

## Procedure Changes: Testing Directions

- Answer students' questions to clarify their understanding of the directions.
- Allow students to paraphrase questions to ensure that they understand what is being asked.

\*note: Level D,E

***NOTE: TEST MODIFICATIONS ARE NOT ALLOWED BECAUSE  
THEY INVALIDATE THE TEST SCORES***

# Utah Alternate Assessment (UAA)

# Who is it for?

- The UAA is designed for students with significant cognitive disabilities who meet all of the following criteria:
  - Documented need for alternate assessment
  - Cognitive and adaptive skill levels prevent completion of the core curriculum
  - Require extensive individualized instruction in multiple settings to transfer & generalize skills
  - Unable to participate in other parts of U-PASS

# Who is it for? (continued)

- Eligible students in grades 1-12 for Language Arts & Math
- Eligible students in grades 4-12 for Science
- Kindergarten students and “super seniors” do not need to participate
- No limit on how many eligible students can participate; however, there is a 1% limit at the district level on how many of the proficient scores may be counted at the earned proficiency level

# What is the procedure?

- Pre-print file submitted with specified UAA students prior to testing window
- Each UAA student will have an answer sheet for and be assessed by a single task in Language Arts, Math and Science
- If a student does not receive a pre-printed answer sheet OR receives an answer booklet, a blank answer sheet should be used for each area assessed



# What is the procedure?

- UAA is administered during CRT testing window
  - All UAA answer sheets are batched together as a school under UAA header sheet (mark any grade level)
    - There should be three UAA answer sheets: Language Arts, Math and Science
    - There should be a header sheet for each UAA subject (LA, Math, Science)
- Modified tests are batched separately
- Accommodated tests are included with other tests

# Proficiency Levels

- Single proficiency level ONLY is recorded on each answer document
- Proficiency levels correspond to the letters on the answer sheet as follows:
  - A = 1 (minimum)
  - B = 2 (partial)
  - C = 3 (sufficient)
  - D = 4 (substantial)

Language Arts  
Answer Sheet  
USOE TESTING SERVICE

UTAH  
PUBLIC  
SCHOOLS



EXAMPLE

- 1 A B C D E
- 2 A B C D E
- 3 A B C D E
- 4 A B C D E

IMPORTANT DIRECTIONS FOR MARKING ANSWERS

REFER TO THESE EXAMPLES BEFORE STARTING PRACTICE EXERCISES

Use #2 black lead pencil only.  
Make heavy black marks that fill the circle completely.  
Erase clearly any answer you wish to change.  
Make no stray marks on this answer sheet.  
Do not mark in the USOE box, unless requested.

USOE 111111

Language Arts

- |              |              |              |               |               |               |
|--------------|--------------|--------------|---------------|---------------|---------------|
| 1 A B C D E  | 26 A B C D E | 51 A B C D E | 76 A B C D E  | 101 A B C D E | 126 A B C D E |
| 2 A B C D E  | 27 A B C D E | 52 A B C D E | 77 A B C D E  | 102 A B C D E | 127 A B C D E |
| 3 A B C D E  | 28 A B C D E | 53 A B C D E | 78 A B C D E  | 103 A B C D E | 128 A B C D E |
| 4 A B C D E  | 29 A B C D E | 54 A B C D E | 79 A B C D E  | 104 A B C D E | 129 A B C D E |
| 5 A B C D E  | 30 A B C D E | 55 A B C D E | 80 A B C D E  | 105 A B C D E | 130 A B C D E |
| 6 A B C D E  | 31 A B C D E | 56 A B C D E |               |               |               |
| 7 A B C D E  | 32 A B C D E | 57 A B C D E |               |               |               |
| 8 A B C D E  | 33 A B C D E | 58 A B C D E |               |               |               |
| 9 A B C D E  | 34 A B C D E | 59 A B C D E |               |               |               |
| 10 A B C D E | 35 A B C D E | 60 A B C D E |               |               |               |
| 11 A B C D E | 36 A B C D E | 61 A B C D E |               |               |               |
| 12 A B C D E | 37 A B C D E | 62 A B C D E |               |               |               |
| 13 A B C D E | 38 A B C D E | 63 A B C D E |               |               |               |
| 14 A B C D E | 39 A B C D E | 64 A B C D E |               |               |               |
| 15 A B C D E | 40 A B C D E | 65 A B C D E |               |               |               |
| 16 A B C D E | 41 A B C D E | 66 A B C D E |               |               |               |
| 17 A B C D E | 42 A B C D E | 67 A B C D E |               |               |               |
| 18 A B C D E | 43 A B C D E | 68 A B C D E |               |               |               |
| 19 A B C D E | 44 A B C D E | 69 A B C D E |               |               |               |
| 20 A B C D E | 45 A B C D E | 70 A B C D E | 95 A B C D E  | 120 A B C D E | 145 A B C D E |
| 21 A B C D E | 46 A B C D E | 71 A B C D E | 96 A B C D E  | 121 A B C D E | 146 A B C D E |
| 22 A B C D E | 47 A B C D E | 72 A B C D E | 97 A B C D E  | 122 A B C D E | 147 A B C D E |
| 23 A B C D E | 48 A B C D E | 73 A B C D E | 98 A B C D E  | 123 A B C D E | 148 A B C D E |
| 24 A B C D E | 49 A B C D E | 74 A B C D E | 99 A B C D E  | 124 A B C D E | 149 A B C D E |
| 25 A B C D E | 50 A B C D E | 75 A B C D E | 100 A B C D E | 125 A B C D E | 150 A B C D E |

Example:

A student earns a proficiency score of “4” on task L-054 of the Language Arts section of the UAA.

# What about Science?

- UAA Science is being implemented this spring
- All students who participate in the UAA in Language Arts and Math should take the Science UAA

# Recommendations



- Develop a **process** for making decisions about participation
- Determine how the **students' needs** affect the achievement of grade level content standards
- Teach students to use selected accommodations **routinely** in the classroom
- **Know** state/district participation policies
- Make sure **test administrators** know about accommodations/assessments a student will use
- Record special codes box information **accurately** on answer document



# Special Codes Box

**SPECIAL CODES:** *If applicable, mark one.*

## NON-STANDARD PARTICIPATION

- ☐ Attempted
- ☐ Accommodated (IEP/LEP)
- ☐ Modified (IEP Team)
- ☐ UT Alternate Assessment (IEP Team)
- ☐ ELL First Year in U.S. Before April 15

## NON-PARTICIPATION

- ☐ Absent – Unable to make up test
- ☐ Excused – Special circumstances
- ☐ Unknown student
- ☐ Withdrawn from school
- ☐ ELL First Year in U.S. April 15 or later

Mark Reflex® forms by Pearson NCS MM253430-4v1

321

ED99

Printed in U.S.A.

# Additional Guidance for IEP Teams

## Available on the Special Ed Website



# Participation of Students with Disabilities in Utah's Statewide Assessment Programs

2004-2005

# Implications of Presentation Adaptations

K Pre/ Post	Core Tests			Suppl Reading		DWA	IOWA	Basic Skills Competency Test			
	Reading/LA	Math	Sci	1- 2	3			LA	Read- ing	Math	
											<b>Format Alterations</b>
	M	A	A	A	M	A	M	A	M	A	Highlight key words or phrases
A	A	A	A	A	M	A	M	A	A	A	Place visual cues on test form and/or instructions such as arrows, stop signs, etc.
A	A	A	A			A		A	A	A	Change test format by increasing spacing, fewer number of items per page, only one sentence per line, etc.
A	A	A	A	A	A	A	A	A	A	A	Large print version of test
	A	A	A	A	A	A	A	A	A	A	Braille test materials
A	A	A	A	A	M	A	M	A	A	A	Assist students to focus by pointing
											<b>Procedure Changes</b>
A	A	A	A	A	M	A	A	A	A	A	Audiotape of directions
A	A	A	A	A	M	A	A	A	A	A	Paraphrasing directions/questions to clarify
A	A	A	A	A	M	A	A	A	A	A	Sign language interpreter or visual display for test directions
A	A	A	A	A	M	A	A	A	A	A	Sign language interpreter or visual display for examiner led activities
	A	A	A	A	M	A	A	A	A	A	Written copies of orally presented materials that are found only in administrator's manual
	M	A	A	A	M	A	M	A	M	A	Audiotape of entire test
	M	A	A	M	M	A	A	A	M	A	Reading all or part of the test aloud
		M					M			M	Read aloud complex, multiple step math questions one step at a time
				M	M						Sign/cue the test



# Implications of Response Adaptations

K Pre/ Post	Core Tests			Suppl Read- ing		DWA	IOWA	Basic Skills Competency Test			
	Reading/LA	Math	Sci	1- 2	3			LA	Rding	Math	
	A	A	A	A	M		A	A	A	A	Write in test booklets
A	A	A	A	A	M	A	A	A	A	A	Indicate answers by pointing, signing, typing, oral responding, or other method
A	A	A	A	A	M	A	A	A	A	A	Tape record response for later verbatim transcription by school personnel
	A	A	A	A	A		A	A	A	A	Check student's alignment and completeness of response bubbles
A	A	A	A	A	M	A	A	A	A	A	Use of adapted paper (lined, grid, large spaced) for recording answers
M	M	M	M	M	M	M	A	M	M	M	Scribe
A	A	A	A			A		A			Word processor/computer or machine (spell & grammar check turned <b>OFF</b> )
A	A	A	A	A	A	M	A	A	A	A	Communication device
	M	M	M	M	M	M	M	M	M	M	Use of reference materials not provided to all students (dictionary times table chart)
	M	M				M	M	M			Use of spelling and/or grammar check
		A*					A*			A*	Calculator for computation tasks

# Implications of Scheduling/Timing Adaptations

K Pre/ Post	Core Tests				Suppl Read- ing		DWA	IOWA	Basic Skills Competency Test			
	Reading/LA	Math	Sci		1- 2	3			LA	Rding	Math	
A	A	A	A	A	A	A	A	A	A	A	A	Supervised breaks during test session
A	A	A	A	A	A	A	A	A	A	A	A	Flexible scheduling of tests without exceeding total time allowances
A	A	A	A	A	A	M	A†	A	A	A	A	Extended response and/or processing time within one session
A	A	A	A	A	A	A	A	A	A	A	A	Tests administered at best time of day for student
◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	Other

## KEY:

■ - Not applicable  
 A - Accommodation  
 M - Modification

\* - Only within test specifications otherwise a Modification  
 ◆ - Check with test producer to understand consequences for test score interpretations  
 ● - Separate test with different norms  
 † - Up to 60 minutes



# Implications of Setting Adaptations

[illegible]

IEP Addendum  
Participation in Statewide and Districtwide Assessment Programs

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_



Grade	CORE Tests (CRTs)				DWA	UBSCT			IOWA	NAEP	District Tests	
	Math	Rdg	LA	Sci		Math	Rdg	LA				
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Participation Codes

SA = Standard administration (no adaptations)

PA = Participate with accommodations (circle accommodations provided from list below)

PM = Participate with modifications (Note: invalidates, alters assessment standard)(circle modifications provided below)

UAA = Participate in Utah's Alternate Assessment (students with significant cognitive disabilities)

WNP = (For DWA, IOWA, and NAEP only) will not participate (instruction more than 3 years below grade level of test)

Adaptation Codes (Circle those the IEP team determines are needed by the student)

	Adaptation	CORE Tests (CRTs)				DWA	UBSCT			IOWA	NAEP	District Tests*	
		Math	Rdg	LA	Sci		Math	Rdg	LA				
Presentation	1. Large print	A	A	A	A	A	A	A	A	A	A		
	2. Braille	A	A	A	A	A	A	A	A	A	M*		
	3. Help focus by pointing	A	A	A	A	A	A	A	A	M	M		
	4. Paraphrase directions	A	A	A	A	A	A	A	A	A	M		
	5. Sign interpreter	A	A+	A	A	A	A	A	A	A+	M		
	6. Reading all/part of test	A	M+	A	A	A	A	M+	A	A+	M		
Response	7. Magnifying equipment	A	A	A	A	A	A	A	A	A	A		
	8. Altered lighting/acoustics	A	A	A	A	A	A	A	A	A	A		
	9. Marker to maintain place	A	A	A	A	A	A	A	A	A	M		
	10. Write in test booklet	A	A	A	A	A	A	A	A	A	M		
	11. Point/sign/type/oral response	A	A	A	A	A	A	A	A	A	M		
	12. Check bubble sheet	A	A	A	A	A	A	A	A	A	A		
	13. Calculator on full test	M					M			M			
	14. Computer-no spell check					A							
	15. Tape record/transcription	A	A	A	A	A	A	A	A	A			
	16. Scribe	A	A	A	A	A	A	A	A	A			
Setting	17. Supervised breaks	A	A	A	A	A	A	A	A	A	A		
	18. Flexible scheduling	A	A	A	A	A	A	A	A	A	A		
	19. Extended time	A	A	A	A	A	A	A	A	A	M		
	20. Best time of day	A	A	A	A	A	A	A	A	A	A		
	21. Special seating	A	A	A	A	A	A	A	A	A	A		
	22. Adjusted grouping	A	A	A	A	A	A	A	A	A	A		
	23. Minimize distractions	A	A	A	A	A	A	A	A	A	A		
	24. Other:												

## Questions and Answers About Statewide Testing in Utah and Students With Disabilities

The Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB) require that all students participate in statewide testing. The IEP team decides how individual students are tested. This bulletin answers some commonly asked questions.

### 1. How does participating in statewide testing benefit students?

The intent of holding all students to the same standards is to improve results for every Utah student. Testing provides important information about student progress and achievement. Test results and other information help the Individualized Education Program (IEP) team plan the best instruction to meet students' specific educational needs. Participation in assessments also provides accountability to students, schools, and districts for learning results.

### 2. What subjects and grades are tested?

Utah's statewide assessment program has been carefully designed to assess students in a variety of subject areas including reading, writing, math, science and social studies, at specified times in the student's educational programming, such as at the end of a grade or a course.



Utah Performance Assessment System for Students (U-PASS)								
Criterion-Reference Tests						Normed Tests		
CRT: Math	CRT: Lang Arts w/Reading	CRT: Science	Direct Writing Assessment	Basic Skills: Competency Test	Utah's Alternate Assessment	IOWA	Supplemental Reading Tests	NAEP
1					Selected Students Only			
2								
3								
4								
5								
6								
7								
8								
9	(Course specific)							
10	(Course specific)	(Course specific)						
11	(Course specific)	(Course specific)						
12	(Course specific)	(Course specific)		(If needed)				

### 3. How can students participate in statewide testing?

Under IDEA, all states must include students with disabilities in state- and district-wide assessments. A student participates by taking

- tests without accommodations,
- tests with accommodations, or
- an alternate assessment.

### 4. How does the IEP team decide how students will be tested?

IEP team members should consider the student's instructional needs in the classroom as well as the demands of each test. The IEP team will document any necessary accommodations and modifications in the IEP. This documentation can provide a history of what the student's assessment needs have been, and serve as a framework for future planning.

### 5. What are test accommodations and modifications?

Accommodations are changes in the assessment that do not change what is being tested. For example, if a science test requires a student to fill in bubbles to indicate answers, and the student has a motor problem that prevents that requirement, can he have a scribe to do the bubbling? Since filling in the bubbles is not an essential concept of the test, this is an accommodation. A modification is a change in the assessment that changes the construct or essential element which is being taught. For example, if the student's ability to decode text fluently is being assessed, then reading that test to the student would radically alter the skill being measured and would be a modification. When this happens, the modified score cannot be compared with other scores in the same way. Often a modification will change how the

# Resources for Participation in Statewide Assessment

October 2004

## **REQUIREMENTS FOR PARTICIPATION OF UTAH STUDENTS WITH SPECIAL NEEDS IN THE UTAH PERFORMANCE ASSESSMENT SYSTEM FOR STUDENTS (U-PASS)**

- Board policy statement
- Includes information about ELL students, students with disabilities, and section 504 students
- Posted on assessment, Special Education and accountability website, [http://www.schools.utah.gov/eval/Special\\_Needs.asp](http://www.schools.utah.gov/eval/Special_Needs.asp)



# Completing Answer Documents



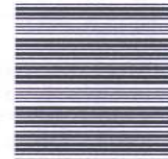
# HANG IN THERE!



# CRT and Kindergarten Pre and Post Test Header Sheet

A. SCHOOL NAME																			
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

83-083



TESTING/EVAL.

B. GRADE			
K	<input type="radio"/>	8	<input type="radio"/>
1	<input type="radio"/>	9	<input type="radio"/>
2	<input type="radio"/>	10	<input type="radio"/>
3	<input type="radio"/>	11	<input type="radio"/>
4	<input type="radio"/>	12	<input type="radio"/>
5	<input type="radio"/>		
6	<input type="radio"/>		
7	<input type="radio"/>		

TEACHER NUMBER					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

INFORMATION BOX	
SCHOOL NAME	_____
TEST TITLE	_____
GRADE	_____
DATE TESTED	_____

C. DISTRICT/ SCHOOL CODE					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9
A	A				
B	B				
C	C				
D	D				
E	E				
F	F				
G	G				
H	H				
I	I				
J	J				
K	K				
L	L				
M	M				
N	N				
O	O				
P	P				
Q	Q				
R	R				
S	S				
T	T				
U	U				
V	V				
W	W				
X	X				
Y	Y				
Z	Z				



LAST NAME										FIRST NAME										M
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	

STUDENT NUMBER									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

FORM NUMBER	
1	7
2	8
3	9
4	10
5	11
6	12

DATE OF BIRTH		
MONTH	DAY	YEAR
<input type="radio"/> Jan		
<input type="radio"/> Feb		
<input type="radio"/> Mar	0 0	19
<input type="radio"/> Apr	1 1	20
<input type="radio"/> May	2 2	
<input type="radio"/> Jun	3 3	
<input type="radio"/> Jul	4	
<input type="radio"/> Aug	5	
<input type="radio"/> Sep	6	
<input type="radio"/> Oct	7	
<input type="radio"/> Nov	8	
<input type="radio"/> Dec	9	

GRADE	
<input type="radio"/> K	<input type="radio"/> 7
<input type="radio"/> 1	<input type="radio"/> 8
<input type="radio"/> 2	<input type="radio"/> 9
<input type="radio"/> 3	<input type="radio"/> 10
<input type="radio"/> 4	<input type="radio"/> 11
<input type="radio"/> 5	<input type="radio"/> 12
<input type="radio"/> 6	



RACE/ETHNICITY
<input type="radio"/> American Indian or Alaskan Native
<input type="radio"/> Asian
<input type="radio"/> Pacific Islander
<input type="radio"/> Hispanic
<input type="radio"/> Black, not of Hispanic origin
<input type="radio"/> White, not of Hispanic origin
<input type="radio"/> Other

GENDER
<input type="radio"/> Male
<input type="radio"/> Female

SPECIAL CODES: <i>If applicable, mark one.</i>	
<b>NON-STANDARD PARTICIPATION</b> <input type="radio"/> Attempted <input type="radio"/> Accommodated (IEP/LEP) <input type="radio"/> Modified (IEP Team) <input type="radio"/> UT Alternate Assessment (IEP Team)	<b>NON-PARTICIPATION</b> <input type="radio"/> Absent – Unable to make up test <input type="radio"/> Excused – Special circumstances <input type="radio"/> Unknown student <input type="radio"/> Withdrawn from school <input type="radio"/> ELL First Year in U.S. April 15 or later
<input type="radio"/> ELL First Year in U.S. Before April 15	

# 6 Digit Session Number for CBT

https://www8.etest.pearson.com - NCS Pearson - eMeasurement Services - Sessions - Create a New - Microso...

## Training Center

HOME STUDENTS SESSIONS DELIVERY REPORTING LOGOUT HELP

**Create a New Session**

To create a new session, complete the information below. When you are finished, click the Next button to continue.

**Test Administration:** Spring 2006

**School:** CENTURY SCH

**Subject:** Grade 4 Re

**Test to be Administered:** Demo

**Session Name:** 123456-MR BUTLER'S 3RD PERIOD READING TES  
Example: Smith 2nd Period 8th Grade Math Test

**Scheduled Start Date:** 04/17/2006

**Scheduled Start Time:** 08:00 AM

**Estimated Duration:** 90 minutes

**Location/Room (Optional):** 2ND FLOOR COMPUTER LAB

Back Next Reset

April 2006

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Click on a date to select it.

Students are associated with a Session. The first six positions of the Session Name should be the six-digit "course identifier" for reporting purposes.



**Utah State Office of Education Agency Computer Services**  
**Bar Code Label Instructions / CRT Answer Sheet Instructions**  
**New Special Code Box Information**  
**2005-2006**

**I. Bar Code Label Instructions**

1. Bar code labels will be produced for 1<sup>st</sup> and 2<sup>nd</sup> grade booklets. These are produced from the file you send. Please make certain it is accurate and complete.
2. Upon receiving the labels, please check through them carefully to make certain the bar code lines are not smudged, faint, or creased. These lines are what is read by the scanner and will result in the student being unidentified. If a label is questionable, please *bubble in* the name and student number fields. This is a secondary identification area.
3. When assigning the booklets out to the students, write in the first and last name, student number, in the designated fields. You do not have to bubble in the information, provided the student has a pre-printed label. **Do not adhere the labels at this time.** Identify and adhere the correct label just before boxing and returning the booklets to USOE.
4. The label is adhered to the bracketed box marked: ***Bar Code Label Goes Here.*** **This is the only area designated for the scanner to register the information necessary to identify the student's booklet.**
5. When placing the label in the bracketed box area start at the inside of the box. Place the label inside first, aligning the inside corners within the box, then gently smooth to the outside. ***Do not use rulers or sharp edges to do this.*** **Please note: Labels placed in any other area on the page, i.e. over the name or student number field, will necessitate the ordering of new labels and new booklets and adhering them properly. Your district will be charged for the additional materials. The additional booklets will be on an availability basis, as we do not inventory large numbers of extra booklets.** The scanner that 'reads' the labels is programmed to register the information only if placed in the designated area.
6. If the label is placed in an incorrect area, **do not attempt to remove it.** It will rip the



## II. Answer Sheet Instructions

All documents will be a single-subject 8 ½ x 11 sheet, with the exception of Direct Writing 6 & 9, which is 17 x 11 ½ and needs to be folded. Please refer to the following instructions for proper procedure:

1. Use only a #2 pencil.
2. Pre-printed answer sheets may be used **only for the student whose name appears on the answer sheet**. If you have an answer sheet for a student that no longer attends your school or otherwise did not participate in testing at your school, pencil in the appropriate bubble in the Special Codes box.
3. When using pre-printed answer sheets, it is not necessary to bubble any information. However, if the student has bubbled it in, it is not necessary to erase it.
4. *Students not receiving a pre-printed sheet* can be tested by providing the student with a blank answer sheet and coding the following **REQUIRED** information:
  - A. Student Last Name, First Name
  - B. Student number\*
  - C. Gender
  - D. Grade
  - E. Date of birth
  - F. Race/Ethnicity

\*NOTE- There are 10-digits specified for the student number field; **beginning to the far left of the grid**, code and bubble in completely. If there are less than 10 digits, left justify and the system will fill in the remaining bubbles with 0's.

5. Monitoring procedures during testing should safeguard against students making stray marks anywhere on the answer sheet other than in the appropriate response fields.

## III. New Special Code Box/Accommodated and Modified /UAA

All answer sheets that have been marked ***Accommodated*** are to be left under the teacher's header

## UAA (Utah Alternate Assessment)

UAA will be regular pre-printed answer sheets. Mark UAA in the Special Code Box. Package the UAA under separate header sheets and batched separately for science, math and language respectively. They should be batched by school with the appropriate header sheet, **regardless of grade**. If a first or second grade student is taking the UAA, the data will be bubbled on a blank answer sheet. **Please reiterate to those who are marking the answer sheets that the data is not marked in the booklets.**

**Please note: Beginning this year all students must have a state SSID (State Student Identifier) number, as well as the student number. All students must be included in your district's all-student file, including youth in custody, home school and private school students.** Please make every effort to identify those that need to be tested and include them in your pre-print and all-student file. Otherwise, please make certain that their name and student number is bubbled in. SSID number will be picked up from the student ID number. Please make certain that the number is bubbled in correctly.

### IV. Youth in Custody

*Youth in Custody* encompasses students that may or may not be enrolled in your district. *Youth in Custody* students will use a blank answer sheet and all student information must be bubbled in, including student ID. It is recommended that social security numbers **not** be used as student ID. Please refer to VI 4 - Post Testing - Quality Screening for specific cover and header sheet information.

### V. Home School

Home School students will use a blank answer sheet and all student information must be bubbled in, including student ID. Their SSID number will be picked up from their student ID number on the *all-student file*. It is recommended that social security numbers **not** be used as student ID. Home School pre-printed header sheets will be included in your packet of header sheets sent prior to CRT testing. Home School headers will have a unique school number - 990. This number will be the same for all districts and charter schools.

### VI. Post Testing - Quality Screening

1. It is recommended that all answer sheets and header sheets be quality checked at the



- E. No 'white out' has been used.
  - F. Answer responses are appropriately marked and darkened with a #2 pencil.
  - G. There are no stray marks in the student number or binary code fields.
  - H. Staples have not been used on answer documents.
  - I. Any erasure marks are clean.
- 2. **Answer documents should be stacked with the student name face up and the timing tracks to the left.** When the folded edge is cut preparatory to scanning, timing tracks will be cut off if answer sheets are facing the wrong way.
  - 3. Answer sheets do not have to be alphabetized prior to returning them for scoring.
  - 4. **All test sheets/booklets within a school must be grouped by teacher, with a header sheet at the beginning of each group. In the grid marked 'Teacher Number' on the header sheet, code in the required six digit teacher number. If you have questions refer to the back of the header sheet form for additional information.**

A properly coded **header sheet coded by teacher number** (one for each grade level/test type of every school) must be placed on top of each batch of answer sheets and booklets. Additionally, a control document should also accompany each **test type**, documenting each school included in that test type. This control document is not a scan document, but is useful information for your control technician and is designed to be a cross check for your district, to insure all schools have been included. For booklets, one grade per school, per box. However, if you have several small schools, you may box them together in the same box, provided they are **same test type and same grade booklets**. A batch is normally defined as **one grade level per school**. A *light* rubber band must be used to group answer sheets together. (Unless the group is too large to band together.) All like tests may be boxed together if they are banded separately. I.E. All 4<sup>th</sup> grade math, elementary schools within the district, banded separately but boxed together. For secondary schools, if your answer sheets were pre-printed by course number, attach a correctly coded header sheet to each class/group of tests, along with an Input Control Document (cover sheet), I.E. all geometry would be batched together, with separately banded batches for each school, with a correctly coded header sheet and test Input Control Document on top of the batch. If your school district is small, you may box all answer sheets together in the same box, provided **all tests are banded separately, first by school, then grade and test and identified as such. Please make certain each school has been broken**

## VII. Shipment for Scoring

1. All tests for the district must be individually grouped in one shipment to DCS. Each grade level should have the Check List Form of all school names, with a check mark indicating the answer documents for that school are included in the shipment. If the testing documents are not hand delivered to DCS, UPS must be used for shipment. Using the postal system can cause a significant delay in delivery.
2. **All answer sheets must be shipped in appropriately sized boxes so as to avoid damage.** Please use reasonable packing material as needed.
3. Each box must display the following on the outside (shorter) **side** of the box:
  - District Name
  - School Number
  - School Name (s)
  - Grade Level

In small districts, multiple schools of the same grade level may be placed in one box. The batches must each have a header sheet attached and a light rubber band separating the schools.

4. **Please double check the school and district number for accuracy on the header sheets, as well as on the boxes.**
5. If multiple boxes are used for the same school, a header sheet must be in each box.
6. As an alternative method, some districts have chosen to print colored pages with their school and test information on them and adhere them to the side of the box. Each test type is printed in a different color which makes it easy for data technicians at a glance to identify and sort the boxes when they come in for scoring. This is also useful for the reuse of the boxes, once the sheet is taken off.
7. Answer documents are to be sent to your Data Technician to the following address:  
**PLEASE MAKE NOTE OF THE NEW ZIP CODE:**



# DISTRICT COMPUTER SERVICES CRITERION REFERENCE TESTING *INPUT CONTROL DOCUMENT*

## SCHOOL AND DISTRICT USE

Date:

District Name:

District No.:

Grade level of test to be scored :

List school name(s) and number(s) below. If more space is needed, write in addition schools on the back of this sheet.

[illegible]



# ELEMENTARY LANGUAGE ARTS

DISTRICT COMPUTER SERVICES  
CRITERION REFERENCE TESTING  
**INPUT CONTROL DOCUMENT**

Please complete the entire section entitled "SCHOOL AND DISTRICT USE". Each batch must have a CRT/Kindergarten header sheet and this completed ***Input Control Document***. All sheets must be in the correct upright position ready for processing.

## I. SCHOOL AND DISTRICT USE

Date:

District Name:

District No:

Grade Level :

List school name(s) and number(s) below. If more space is needed, write in additional schools on the back of this sheet.

[illegible]

# ELEMENTARY MATH

# DISTRICT COMPUTER SERVICES CRITERION REFERENCE TESTING *INPUT CONTROL DOCUMENT*

Please complete the entire section entitled "SCHOOL AND DISTRICT USE". Each batch must have a CRT/Kindergarten header sheet and this completed ***Input Control Document***. All sheets must be in the correct upright position ready for processing.

## I. SCHOOL AND DISTRICT USE

Date:

District Name:

District No:

Grade Level :

List school name(s) and number(s) below. If more space is needed, write in additional schools on the back of this sheet.

[illegible]

## CHECK LIST

This check list is intended to assist you in gathering and returning all of the intended material and following the correct procedures to minimize delays. Fill in the dates of your testing windows as well as the return dates. The return dates should assist DCS in keeping bottlenecks to a minimum and facilitate the quick return of your test scores with minimal errors. This is particularly essential for the larger districts. **The return dates should be strictly adhered to. The testing director for your district will keep a copy as verification of what has been sent to District Computer Services. An additional copy will be sent attention to the Data Technician for your district listed below. She will check this against what is actually sent.**

Data Technician \_\_\_\_\_

### **CRT - ALL MATH, LANGUAGE, SCIENCE / UAA** INCLUDES MODIFIED, HOMESCHOOL & YIC

ALL SPRING **CRT 2006** WINDOW \_\_\_\_\_

ALL SPRING **CRT 2006** RETURN DATE \_\_\_\_\_

☐

COVER SHEET

One in front of each test type, listing all schools

☐

HEADER SHEET

Each change in the following will need a new header sheet: School - Teacher - Grade - Test Type: i.e. Elem. Algebra

☐

SINGLE ANSWER SHEETS - 8 ½ X 11

Bundled by Grade- School - Test Type

Header sheet in front of every change in teacher class

☐

BOOKLETS :

Bundled by School - Teacher - Grade - Test Type

More than one school may be packed in the same box, *as long as they are the same grade & test type*. Write the school name(s) on the outside (shorter side) of the box.

☐

BOXING INFORMATION

**Example:**



DISTRICT

TEST

GRADE



SHARON MARSH (801) 538-7915

[sharon.marsh@schools.utah.gov](mailto:sharon.marsh@schools.utah.gov)

03 BOX ELDER  
09 EMERY  
12 GRANITE  
20 NORTH SANPETE  
21 NORTH SUMMIT  
22 PARK CITY  
23 PIUTE  
26 SEVIER  
27 SOUTH SANPETE  
29 TINTIC  
30 TOOELE  
37 OGDEN  
41 SCHOOL FOR DEAF & BLIND  
68 OGDEN PREP  
83 AMES  
87 CITY ACADEMY  
88 SUCCESS SCHOOL  
98 FAST FORWARD  
A3 DIVINCI  
A8 EAST HOLLYWOOD  
3B BEEHIVE  
4B WASATCH PEAK  
5B NORTH STAR  
7B REAGAN  
9B NAVIGATOR POINT  
1C ODYSSEY

BECKY ANDREWS (801) 538-7903

[becky.andrews@schools.utah.gov](mailto:becky.andrews@schools.utah.gov)

01 ALPINE  
02 BEAVER  
08 DUCHESNE  
14 JORDAN  
17 MILLARD  
19 NEBO  
31 UTAH  
32 WASATCH  
33 WASHINGTON  
34 WAYNE  
36 SALT LAKE  
39 LOGAN  
84 CBA  
89 SOLDIER HOLLOW  
90 TUACAHN  
92 UTAH RIVER  
93 JOHN HANCOCK  
95 TIMPANOGOS ACADEMY  
97 SALT LAKE ARTS  
A2 RANCHES ACADEMY  
A4 SUMMIT ACADEMY  
A5 ITINERIS  
1B UCAS

DAWN WEST (801) 538-7914

[dawn.west@schools.utah.gov](mailto:dawn.west@schools.utah.gov)

04 CACHE  
05 CARBON  
06 DAGGETT  
07 DAVIS  
10 GARFIELD  
11 GRAND  
13 IRON  
15 JUAB  
16 KANE  
18 MORGAN  
24 RICH  
25 SAN JUAN  
26 SEVIER  
28 SOUTH SUMMIT  
35 WEBER  
38 PROVO  
40 MURRAY  
74 AMERICAN PREP  
81 WALDEN  
82 FREEDOM  
86 PINNACLE CANYON  
94 THOMAS EDISON NORTH  
A1 NUAMES  
A6 NORTH DAVIS PREP  
A7 MOAB COMM  
A9 SUCCESS ACADEMY



DID I HEAR YOU RIGHT?  
YOU WANT ME TO DO WHAT!!!???



S curfen = rebellion

Issue  
Topic  
Rebellion

Thesis

responsibility, trust, time

communities

~~Curfews within communities are beginning~~

~~A demand for curfew~~

~~to rise. It is creating more unrest among~~

~~teenagers. There is a non-curfew~~

~~community. The rate of rebellion~~

~~is also rising.~~

ll

D=

THESIS

==

YOU MAKE ME SAD!

0

exit

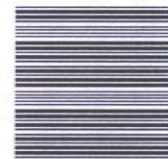




# CRT and Kindergarten Pre and Post Test Header Sheet

A. SCHOOL NAME																			
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

83-083



TESTING/EVAL.

B. GRADE			
K	<input type="radio"/>	8	<input type="radio"/>
1	<input type="radio"/>	9	<input type="radio"/>
2	<input type="radio"/>	10	<input type="radio"/>
3	<input type="radio"/>	11	<input type="radio"/>
4	<input type="radio"/>	12	<input type="radio"/>
5	<input type="radio"/>		
6	<input type="radio"/>		
7	<input type="radio"/>		

TEACHER NUMBER					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

INFORMATION BOX	
SCHOOL NAME	_____
TEST TITLE	_____
GRADE	_____
DATE TESTED	_____

C. DISTRICT/ SCHOOL CODE					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9
A	A				
B	B				
C	C				
D	D				
E	E				
F	F				
G	G				
H	H				
I	I				
J	J				
K	K				
L	L				
M	M				
N	N				
O	O				
P	P				
Q	Q				
R	R				
S	S				
T	T				
U	U				
V	V				
W	W				
X	X				
Y	Y				
Z	Z				

NOW 4 U.....

R 'New' 2 Pass

4 U PASS

## RESOLVING 2 PASS FOR U-PASS

### FIRST PASS

- ◆ Tests will be returned to Computer Services for scanning
- ◆ The scanned file will be matched against your *all student file* and scored. A raw score roster and summary report will be generated for those students that were not on an error report. Errors that might be generated are: *no match on "all students file"; non-numeric student number; UAA, unknown or withdrawn with responses*
- ◆ The students that did not match will be sent to you in a error report. It will be the district's responsibility to provide the information to make the corrections. In some cases it might be necessary to send another *all student file*

### SECOND PASS

- ◆ Districts will make adjustments from the error report and return it to your assigned data technician for correction
- ◆ The scan file will be corrected accordingly and matched against your *all student file* and re-scored. **Hopefully an error report will not be generated**
- ◆ This process is not intended to be a three or four pass. Accordingly, you will receive another raw score roster and summary report
- ◆ Corrected error reports are due back to us June 30, 2006 for traditional schools, July 15, 2006 for year-round schools
- ◆ This year you are required to sign and return a *sign-off form* no later than July 15<sup>th</sup>, 2006. You will find the *sign-off form* on the USOE Assessment & Accountability website

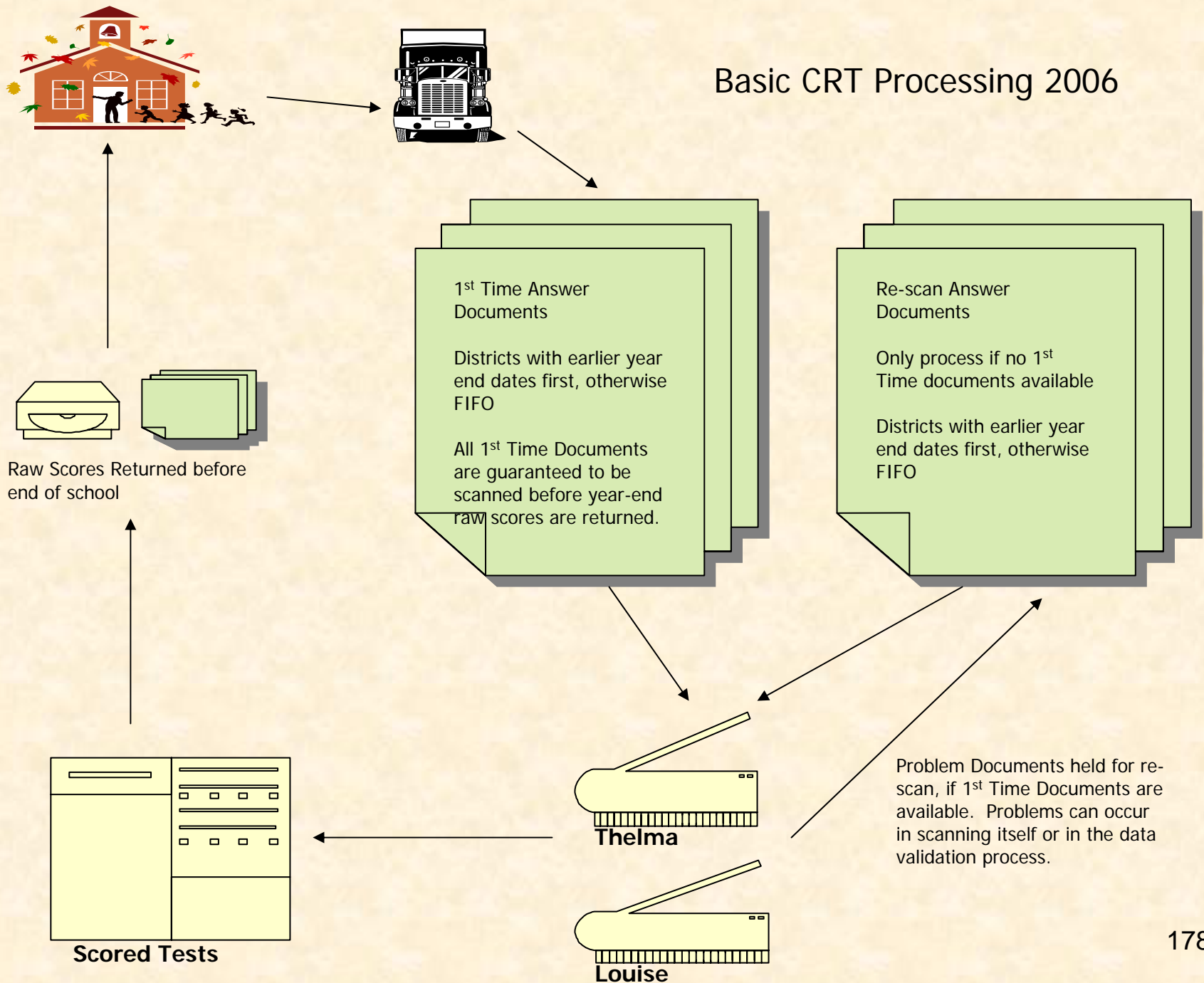




TALK ABOUT A HAIR RAISING EXPERIENCE!



## Basic CRT Processing 2006



An office interior with two desks, a doorway, and various office equipment. The room has a drop ceiling with fluorescent lights. On the left, a desk with a computer monitor and a printer. In the center, a doorway leading to another room. On the right, a desk with a computer monitor and a printer. A red bulletin board is on the wall. A sign above the doorway reads "AUTHORIZED PERSONNEL ONLY".

*Louise*

*Thelma*

What about Bob?

This is Shane....  
The machine is Bob.





# PAY ATTENTION TO DETAILS



[GEORGEFRANDSEN.COM](http://GEORGEFRANDSEN.COM)



**CARBON DISTRICT**  
**All Student Disaggregation Report for ALL\_005\_SPRING\_CRT\_20060104\_03.TXT**

School # and Name	Active?	# of Students	Gender		Ethnicity						# of Migrant	# of Spec. Ed	# of Low Inc.	# of LEP	# of Title I
			Male	Female	A	B	C	H	I	P					
057 COLLEGE OF EASTERN UTAH	<input checked="" type="checkbox"/>														
112 CASTLE HEIGHTS SCHOOL	<input checked="" type="checkbox"/>	461	208	253			461								
114 CREEKVIEW SCHOOL	<input checked="" type="checkbox"/>	442	230	212			442								
120 SALLY MAURO SCHOOL	<input checked="" type="checkbox"/>	298	156	142			298								
132 PETERSEN SCHOOL	<input checked="" type="checkbox"/>	110	61	49			110								
154 WELLINGTON SCHOOL	<input checked="" type="checkbox"/>	364	190	174			364								
408 HELPER JR HIGH	<input checked="" type="checkbox"/>	164	88	76			164								
412 MONT HARMON JR HIGH	<input checked="" type="checkbox"/>	669	342	327			669								
550 CASTLE CO YOUTH CTR	<input checked="" type="checkbox"/>														
704 CARBON HIGH	<input checked="" type="checkbox"/>	789	407	382			789								
708 EAST CARBON HIGH	<input checked="" type="checkbox"/>														
760 LIGHTHOUSE LRN CTR (ALT)	<input checked="" type="checkbox"/>	78	44	34			78								
801 CASTLE VALLEY CENTER	<input checked="" type="checkbox"/>	94	64	30			94								
File Totals		3,469	1,790	1,679			3,469								



# Spring 2006 Utah Core CRT Raw Class Report Biology

District: USOE Test District  
School: USOE Test School  
Class: 123456 – Mrs. Smith's Biology

Date: March 06, 2006

## Detailed Raw Score Information

Standards / Objectives	Possible Score	% Correct
<b>I ORGANISMS / ENVIRONMENT</b>	14	65
I1 ECOSYSTEM ENERGY FL	4	89
I2 RELATIONS/CYCLE/ORG	5	68
I3 INTERACT SHAPE ECOS	5	53
<b>II CELLS / MOLECULES</b>	15	41
II1 FUNDAMENTAL CHEMISTRY	5	72
II2 CELLULAR FUNCTION	5	67
II3 STRUCTURE / FUNCTION	5	54
<b>III ORGANS / ORGAN SYSTEMS</b>	10	61
III1 STRUCTURE / FUNCTION	5	55
III2 PLANTS / ANIMALS	5	64
<b>IV GENETIC INFO IN DNA</b>	15	67
IV1 COMPARE REPRODUCTION	5	70
IV2 PATTERNS OF INHERITANCE	5	60
IV3 DNA / PROTEIN SYNTHESIS	5	65
<b>V EVOLUTION PROCESSES</b>	15	54
V1 BIOLOGICAL DIVERSITY	5	67
V2 POPULATION CHANGES	5	78
V3 ORGANISM HIERARCHY	5	64
<b>1 SCI PROCESS SKILLS</b>	12	34
<b>3 CONCEPTS / PRINCIPLES</b>	25	63
<b>4 EFFECTIVE COMMUNICAT</b>	9	62
<b>5 SOCIAL / HISTORY ASPECT</b>	15	45
<b>6 NATURE OF SCIENCE</b>	8	65

USOE Assessment System  
CRT RAW SCORE ROSTER REPORT

Date: February, 23, 2006

District: 99 - USOE Test District	Number of Questions: 70
School: 999 - USOE TEST Junior High	Number of Standards: 8
Class: 123456 - Mrs Smith's Math	Number of Student Tests: 16
Test: PA0708H - Pre- Algebra	Grade: 7-8

		% Correct by Standard (see below table for standard description)										Test Score %	Code
Name	LEA Student #	1	2	3	4	5	6	7	8	9	10		
John Doeey	123456789	0	25	7	45	87	54	12	65	-	-	48	
John Dilbert	123456789	21	25	7	45	87	54	12	65	-	-	45	N1
John Doemuts	123456789	0	0	0	0	0	0	0	0	-	-	0	P1
Sally Mores	123456789	50	45	66	50	45	50	45	66	-	-	36	
Sally Mores	123456789	45	22	33	45	22	45	22	33	-	-	78	P1
Sally Morewer	123456789	32	66	21	32	66	32	66	21	-	-	88	P2
Sally Morewer	123456789	66	99	54	66	99	66	99	54	-	-	66	
John Doeurt	123456789	50	45	22	50	45	50	45	22	-	-	45	
John Doewer	123456789	60	88	40	60	88	60	88	40	-	-	35	P4
John Moerue	123456789	80	88	71	80	88	80	88	71	-	-	18	
John Doeere	123456789	90	100	22	90	100	90	100	22	-	-	22	P1
John Doeana	123456789	10	90	64	10	90	10	90	64	-	-	38	P1
John Doetyt	123456789	60	11	78	60	11	60	11	78	-	-	88	
Standard Descriptions		Participation		Non-Participation Codes		Other Codes							
1 I	Number Sense	6	1	Procedural	Attempted	P0	Absent	N1	ELL 1 <sup>st</sup> Year in US Before April 15 <sup>th</sup>				
2 II	Algebraic Symbols	7	2	Conceptual	Accommodated (IEP/LEP)	P1	Excused	N2					
3 III	Geometric Principles	8	3	Problem Solving	Modified (IEP TEAM)	P2	Unknown Student	N3					
4 IV	Measurement	9			UT Alternative Assessment(UAA)	P4	Withdrawn	N4					
5 V	Data and Probability	10					ELL 1 <sup>st</sup> Year in US April 15 <sup>th</sup> or later	N5					

CRT8B29 "CRT8"  
DIST:  
CRT TEST: 00000SC0707S  
CRT TITLE: 7TH GRADE INTEGRATED SCIENC

SCANNER FILE EDIT

PAGE: 1  
DATE: 03/03/04

DIST-SCHL NUMBER	GRADE LEVEL	STUDENT NUMBER	STUDENT NAME	BAR-CODE NUMBER	LITHO NUMBER	SCAN RECORD	--- ERROR CONDITION ---
-330	07	0000034157					
-310	07	16043	BISHOP	ARIEL	J		0432 ** ERROR ** UAA, UNKNOWN OR WITHDRAWN WITH RESPONSES1
-310	07	36709	ROBINSON	GAVIN	R		0195 ** ERROR ** NO MATCH ON "ALL STUDENTS FILE" 2
-320	07	453894 3 9	ACOSTA	MACKENZIE			0028 ** ERROR ** NO MATCH ON "ALL STUDENTS FILE" 2
-330	07	7 ***	TRAYLOR	TYAWNA			0499 ** ERROR ** STUDENT NUMBER IS INVALID -- NOT NUMERIC2
							0298 ** ERROR ** STUDENT NUMBER IS INVALID -- NOT NUMERIC2



District: D1 TEST DISTRICT

School: 444 TEST SECND 444

Class ID	Subject/Test	Num	Ave
050001	LANGUAGE ARTS 7TH GRADE	18	24.3
050001	LANGUAGE ARTS GRADE 8	1	21.0
050001	LANGUAGE ARTS GRADE 9	1	28.0
050002	LANGUAGE ARTS 7TH GRADE	20	31.5
050101	LANGUAGE ARTS GRADE 8	8	30.1
050101	LANGUAGE ARTS GRADE 9	3	26.3
050102	LANGUAGE ARTS 7TH GRADE	2	23.5
050102	LANGUAGE ARTS GRADE 8	7	27.3
050102	LANGUAGE ARTS GRADE 9	2	25.5
050103	LANGUAGE ARTS GRADE 8	9	23.4
050203	LANGUAGE ARTS GRADE 9	8	28.4
051001	MATH 7TH GRADE	13	21.5
051001	PRE ALGEBRA	3	13.0
051002	MATH 7TH GRADE	15	19.0
051101	MATH 7TH GRADE	2	23.0
051101	PRE ALGEBRA	12	20.3
051102	PRE ALGEBRA	15	24.1
051201	PRE ALGEBRA	16	26.2
054601	LANGUAGE ARTS GRADE 9	11	33.5
054602	LANGUAGE ARTS GRADE 9	2	27.0
300401	BIOLOGY	33	61.8
300402	BIOLOGY	28	60.5
305010	7TH GRADE INTEGRATED SCIENC	31	39.9
305011	7TH GRADE INTEGRATED SCIENC	33	47.3
305012	7TH GRADE INTEGRATED SCIENC	31	42.2
305014	7TH GRADE INTEGRATED SCIENC	34	41.5
305016	7TH GRADE INTEGRATED SCIENC	24	42.3

Listed by Grade, Class ID

Page: 1

District: D1 TEST DISTRICT

School: 111 TEST ELEM 111

Grade	Class ID	Lang Num	Arts Ave	Math Num	Ave	Science Num	Ave
01	310201	21	51.0	21	53.4		
01	377801	22	53.0	22	52.5		
01	388401	22	54.6	22	53.0		
01	398201	21	55.4	21	52.0		
02	360002	25	53.9	25	56.2		
02	375602	22	54.6	22	54.7		
02	397902	25	57.3	25	57.3		
03	307403	29	47.4	29	47.9		
03	312703	29	49.9	29	50.7		
03	324903	27	46.6	27	48.1		
04	331604	25	53.8	25	57.1	25	54.6
04	340804	25	48.6	25	56.5	25	51.4
04	384304	24	51.0	24	55.2	24	48.6
05	303405	25	58.1	25	50.7	25	56.3
05	310305	27	55.9	27	48.7	27	51.7
05	363005	26	50.7	26	45.6	26	49.0
06	309806	27	55.2	27	45.0	27	48.6
06	348206	25	58.0	25	46.3	25	50.9
06	383806	25	56.9	25	46.0	25	51.9

Listed by Subject/Test, Class ID

Page: 1

District: D1 TEST DISTRICT

School: 444 TEST SECND 444

Subject/Test	Class ID	Num	Ave
BIOLOGY	300401	33	61.8
BIOLOGY	300402	28	60.5
ELEMENTARY ALGEBRA	511001	31	41.3
ELEMENTARY ALGEBRA	511002	26	46.5
ELEMENTARY ALGEBRA	511003	30	42.4
ELEMENTARY ALGEBRA	511004	28	47.9
ELEMENTARY ALGEBRA	511005	34	46.8
ELEMENTARY ALGEBRA	511091	28	36.3
ELEMENTARY ALGEBRA	511092	30	35.4
ELEMENTARY ALGEBRA	511093	27	36.3
ELEMENTARY ALGEBRA	511094	30	32.2
ELEMENTARY ALGEBRA	511095	31	31.7
ELEMENTARY ALGEBRA	511096	28	32.1
EARTH SYSTEMS SCIENCE	310101	33	55.3
EARTH SYSTEMS SCIENCE	310102	24	55.3
EARTH SYSTEMS SCIENCE	310103	25	54.0
EARTH SYSTEMS SCIENCE	310104	30	51.1
EARTH SYSTEMS SCIENCE	310105	26	53.2
EARTH SYSTEMS SCIENCE	310106	31	52.3
EARTH SYSTEMS SCIENCE	310107	24	56.2
EARTH SYSTEMS SCIENCE	310108	28	52.8
EARTH SYSTEMS SCIENCE	310109	29	48.1
EARTH SYSTEMS SCIENCE	310110	29	48.9
EARTH SYSTEMS SCIENCE	310111	28	49.8
GEOMETRY	512001	33	49.5
GEOMETRY	512002	33	53.1
GEOMETRY	512003	31	51.5
GEOMETRY	512004	28	50.8
GEOMETRY	512005	35	50.5
LANGUAGE ARTS 7TH GRADE	050001	18	24.3
LANGUAGE ARTS 7TH GRADE	050002	20	31.5
LANGUAGE ARTS 7TH GRADE	050102	2	23.5

# School and District Sign-Off

<http://www.schools.utah.gov/eval/Admin/Profile.asp>

**Utah State Office of Education: Assessment & Accountability**

USOE >> Assessment & Accountability >> Admin >> Profile.asp February 27, 2006

Admin Home Orders Reports User Control Useful Links Web Stats Admin Help Review LOG OUT

**Assessments**

U-PASS

No Child Left Behind

Testing Materials


Special Needs

District Admins

Employees

Teachers

FAQ



**YOUR SYSTEM PROFILE**

Username	<input type="text" value="rkempe"/>
Password	<input type="password" value="••••••"/>
District	<input type="text" value="False"/>
OrgNumber	<input type="text" value="400"/>
OrgName	<input type="text" value="USOE"/>
FirstName	<input type="text" value="Robert"/>
LastName	<input type="text" value="Kempe"/>
Phone	<input type="text" value="801-538-7702"/>
Ext	<input type="text" value=""/>
Email	<input type="text" value="robert.kempe@schools"/>
Email2	<input type="text" value=""/>
Admin	<input type="text" value="True"/>
Address	<input type="text" value="250 S 500 E Salt Lake City UTAH"/>
NOTES	<input type="text" value=""/>
Compliance_Signoff	<input type="text" value="True"/> <a href="#">CRT Compliance Sign Off</a>
Secure_Signoff	<input type="text" value="False"/> <a href="#">Test Secure/Destroy Sign Off</a>
Results_Signoff	<input type="text" value="False"/> <a href="#">CRT Results Compliance Cert</a>
Other Documents	<ul style="list-style-type: none"><li><a href="#">Test Security Supplement R277-473</a></li></ul>
SESSION ID	436286332



SMILE!!  
NOW IT'S YOUR TURN



# Using Data to Inform Instruction

# Using Data to Inform Instruction

- Alignment is essential.
- Then data has more meaning to educators for application.

# Data Analysis of Results

- How to analyze CRT data
  - Percent of Proficient Students
  - Number of Proficient Students
  - Possible Score
  - District Score
  - State Score





# Spring 2006 Utah Core CRT Raw Class Report Biology

District: USOE Test District  
School: USOE Test School  
Class: 123456 – Mrs. Smith's Biology

Date: March 06, 2006

## Detailed Raw Score Information

Standards / Objectives	Possible Score	% Correct
<b>I ORGANISMS / ENVIRONMENT</b>	14	65
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I3 INTERACT SHAPE ECOS	5	53
<b>II CELLS / MOLECULES</b>	15	41
II1 FUNDAMENTAL CHEMISTRY	5	72
II2 CELLULAR FUNCTION	5	67
II3 STRUCTURE / FUNCTION	5	54
<b>III ORGANS / ORGAN SYSTEMS</b>	10	61
III1 STRUCTURE / FUNCTION	5	55
III2 PLANTS / ANIMALS	5	64
<b>IV GENETIC INFO IN DNA</b>	15	67
IV1 COMPARE REPRODUCTION	5	70
IV2 PATTERNS OF INHERITANCE	5	60
IV3 DNA / PROTEIN SYNTHESIS	5	65
<b>V EVOLUTION PROCESSES</b>	15	54
V1 BIOLOGICAL DIVERSITY	5	67
V2 POPULATION CHANGES	5	78
V3 ORGANISM HIERARCHY	5	64
<b>1 SCI PROCESS SKILLS</b>	12	34
<b>3 CONCEPTS / PRINCIPLES</b>	25	63
<b>4 EFFECTIVE COMMUNICAT</b>	9	62
<b>5 SOCIAL / HISTORY ASPECT</b>	15	45
<b>6 NATURE OF SCIENCE</b>	8	65

Standard I	73	73	73	
Objective 1	75	75		75
Objective 2	70	70		70
Objective 3	67	67		67
Standard II	79	79	79	
Objective 1	75	75		75
Objective 2	80	80		80
Standard III	64	64	64	
Objective 1	64	64		64
Objective 2	65	65		65
Objective 3	59	59		59
Objective 4	63	63		63
Standard IV	70	70	70	
Objective 1	72	72		72
Objective 2	72	72		72
Objective 3	70	70		70

# Bringing Data into the Classroom

- *“Standards give students a performance target to aim for and offer teachers a basis for providing feedback that will help students achieve high performance.”*

*--Grant Wiggins*

*“Less Teaching, More Assessing: Teacher Feedback is Key to Student Performance.”  
Education Update Association for Supervision and Curriculum Development,  
Vol. 48, No. 2, February 2006.*

QUESTIONS &

ANSWERS